

PERSONAL COLUMN

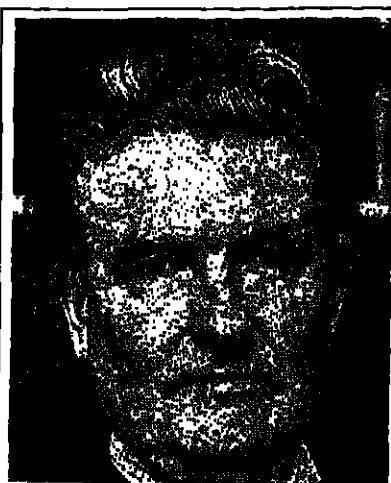
The decline of history teaching in the schools is rightly perturbing the history profession. But it should worry us all. A knowledge of history is essential to anyone who has to make important worldly choices. Before the days of popular government, history was called "the school of princes", and now that we have universal suffrage it ought to be "the school of peoples". If we live a long life, all of us learn a little from experience and are wiser in consequence. The study of history is one way of extending this painfully acquired knowledge from one to many generations.

That great archaeologist Sir Flinders Petrie used to say that the knowledge of history allowed us to live on many planes instead of just one. It not only illuminates our lives but makes them more interesting. It would never occur to me, as someone who has studied history with passion since the age of five, to approach any problem or phenomenon except from a historical viewpoint.

When I see television pictures of Mrs Thatcher and President Mitterrand signing the agreement to build the Channel Tunnel, my mind flies to the Singapore causeway and Churchill's anguish in 1941 when he discovered that the big guns of the naval base were pointing out to sea, in the wrong direction. Or to Palmerston, in the 1860s, right at the end of his long life, worried that we were not building enough forts to deter a French attack on the South Coast.

When, at a dinner party, the conversation turns to the dishonesty of garages, I think how early garages were usually run by former horse-dealers and second-hand carriage merchants, swift-talking men skilled in selling suspect articles to members of the gentry who pretended to a greater knowledge of horseflesh than they possessed. The descendants of those rogues who swarm through the pages of *Mr Sponge's Sporting Tour* or *Mr Romford's Hounds* are now carrying out worthless servicing or bogus MOT tests.

If I am dismayed by the ridiculous behaviour of parliament over the Westland affair, I recall that no real issue of principle was discernible in the involvement in the persecution of Warren Hastings, which



PAUL JOHNSON

Matters of choice

'Princes and premiers have come to grief by assuming that history repeats itself. This comes not from knowing too much history but too little.'

convulsed the political nation for over a decade or, come to think of it, the great crisis over the chastity of Queen Caroline.

It is true that princes and premiers have sometimes come to grief by drawing false parallels and assuming history repeats itself. This comes not from knowing too much history, but too little. Sir Anthony Eden launched the Suez adventure because he thought Nasser was another Hitler instead of just another Arabi Pasha. But then he took oriental languages at university instead of history.

The greater the scope of one's historical knowledge, the longer the periods it covers, the less likely is one to fall for misleading analogies, and the easier it is to discern the underlying patterns of human and institutional behaviour. History is most useful when it is followed from deep antiquity to the present and over a very wide range of societies.

That is why I blame the academics, at least in part, for the shrinking of the role of history in our lives. They are killing it with over-specialization, the curse of academia. Until the last decades of the 19th century, great history was rarely written in universities. Thucydides and Xenophon, More and Bacon, Clarendon and Burnet, Carlyle and Macaulay - these were men of letters and men of the world, more likely to have made

history than taught it.

A schoolteacher who takes classes over the whole range of British and world history is more likely to practise a useful art than a narrow university specialist, like the Oxford don who once told me (he wasn't entirely joking either): "You cannot expect me, my dear fellow, to know anything that happened after the evening of 22 August 1485".

It is no accident that the teaching of history has declined in our schools following a period of rapid growth in the universities, marked by intense specialization. It is as though the academic historians have been determined to erect an iron curtain between themselves and the non-academic world and to honeycomb their enclosed, arcane area with tiny specialist cells.

It must be many decades since a non-academic professional historian contributed an article to the *English Historical Review*. A paper like the *Journal of Egyptian Archaeology*, to which I used to subscribe, is entirely geared to printing specialist academic material of unrelieved opacity.

Academics look down their noses at powerful historical writers like G M Trevelyan and Sir Arthur Bryant, who ranged over wide periods, handled huge themes and made history real and exciting to millions of ordinary people. They do not like those of their own number, such as Dr A L Rowse,

who deploy their professional skills in service of a great public. It is as well to remember Dr J M Roberts that he did not turn to world history and television teaching until he was already weighed with academic honours, otherwise he would have denied them, like my old tutor A J Taylor.

Hence I would like to see the study of history in our universities opened up to the outside world. Statesmen and historians ought to lecture there as a matter of course, and conversely the regius professors of history should not hesitate to open their minds on public issues. If history is to take its proper place in our schools again, historians must convince parents that it is not just relevant and important but essential.

The government should play its part, year or so ago the Mitterrand administration in France, dismayed at the ignorance displayed by French children of their country's magnificent history, laid it down emphatically that French national history must be fully and effectively taught in all schools, and that the spirit in which it is taught must be compatible with children taking a proper, albeit discerning, pride in France's contribution to civilization and humanity. The initiative in this overdue reform was taken by one of the most left-wing members of the government. I wish our ruling Tories would show a similar determination that our young people know their country's past.

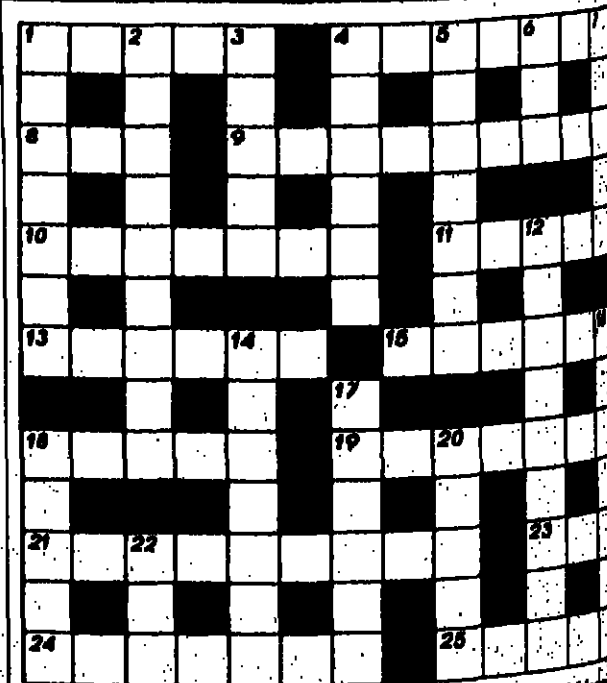
NEXT WEEK

Safe houses
Where children in distress
can find sanctuary

Amer-English
John Weightman on transatlantic
variations in usage

Drug abuse
Reviews of the latest attacking
videos, from the DTI and others

No 241 CROSSWORD by R. J. R.



Across

- 1 Show into Poe's (9)
- 4 Showed politeness to a lady, but not to your girlfriend (5, 2)
- 8 Don't have a quiet time on the river (3)
- 9 Yet it may be the product of an active imagination (6, 3)
- 10 Ignored trouble in the French department (7)
- 11 Set sail on Eastern passage (5)
- 12 Intentionally, exasperating? (6)
- 13 He appears to be a spirited war-dance (6)
- 14 It's quite rough and ready, as a rule (5)
- 15 Possibly one of the men who broke (7)
- 21 They're a blend of

Down

- 1 Not stooping to dishonesty (7)
- 2 A question of personal welfare (3, 3, 3)
- 3 Rule that holds George initially in check (5)
- 4 Pirate money (6)
- 5 Casual way in which you remove a glove? (3, 4)
- 6 The study of flowers? (7)
- 7 Official receiver (5)
- 12 A silly draught? (3, 6)

- 14 Club which has a lucky name (5)
- 16 Soldier on the march (5)
- 17 Lodge for a country gentleman (7)
- 18 Pursue a country gentleman (7)
- 20 Fight back (5)
- 22 Common name for a small insect (5)

PEOPLE...

Mr Michael Hawkins, head of Claysmore School, Dorset, to be head of St Anne's School, Wexham, from next January.



Mr Derek Mortimer, (above) deputy director of the Polytechnic, Wolverhampton, to be principal of Suffolk College of Higher and Further Education, Ipswich, from May. In succession to Mr Alex Williamson, who retired at Christmas.

Mr John Williams has been appointed general education executive of the Engineering Council. He was previously assistant education officer with the London Borough of Harrow.

Mr Peter Mitchell, senior tutor for initial courses at the University of London Institute of Education, to be chief adviser for Leicestershire from June.



British Cycling Coaching Scheme for teachers, youth workers, probation officers, members of the police forces, club cyclists and all adults working with school children. Fee £40 including accommodation, evening tea £5. Details from Mr G Greenfield, 157 Kingsclere Avenue, Weston, Southampton SO2 5JR.

March 24-26 Educational Research Practitioners and Possibilities at Carlisle College, University of Lancaster, organized by the Department of Educational Research. The programme will illustrate research strategies and findings and review the practicalities of individual or collaborative research for those with limited research training. Details from Mrs A Skinner, CERD, Carlisle College, University of Lancaster, Lancaster LA1 4YL.

CONFERENCES...

February 17 Teaching about Prehistory - a conference for primary teachers in conjunction with The Human Story exhibition at the Commonwealth Institute, London, designed to be a practical aid to teaching about the

distant past. Fee £8. Details from Michael Conway, Commonwealth Institute, Kensington High Street, London W8 6NQ. 01-603 4535, ext 249.

February 28 Rights and Democracy - a one-day conference at the University of London Institute of Education. Speakers include Paul Hirst, Chantal Mouffe, Timothy O'Hagan and Oona O'Neill. Tickets £3 (students £2) from Human Rights and Education, ULE, 20 Bedford Way, London WC1H 0AL.

March 1 Community Education Association London regional conference at the Fleet Community Education Centre from 10am-4.30pm on Community Education in Practice. Speakers: Peter Cline and Colin Fletcher. Fee £5 (£5 members). Details from Jonathan Zeitlyn, Fleet Community Education Centre, Agincourt Road, London NW3.

March 12 Further Education Conference - Computer Literacy in FE/HFE - its organization, development, implementation and evaluation at the Institute of Education, Bedford Way, London WC1. Speakers: Jack Mansell, Chris West, Sue Baker and Nick Dadds. Fee £29 (£7 NASD members). Details from M Strachan, Vice-Principal, Cassio College, Langley Road, Watford.

EVENTS...

February 18-22 Half term activities at the Geoffrey Museum, Kingsland Road, London E2, are on the theme of time and measurement including calendars and early clock-making workshops.

For children over seven. Details from Lesley Rivett, 01-739 8368.

March 8 LATEFL North West talk/workshop by Bob Jordan on Pre-session English courses for overseas students. Study skills at Longlight Library, Manchester 12. Fee £2.50 (members free). Details from Anne Belch, 173 Walton Road, Sale, Cheshire M33 4ER.

March 19 Urban Spaces Scheme Open Day at the Polytechnic of North London includes exhibitions of teachers' resource materials covering a wide range of environmental education, with staff on hand to talk about the work. Details from Monica Hale, Manager, Urban Spaces Scheme, Department of Food and Biological Sciences, Polytechnic of North London, Holloway Road, London N7 8DB.

PUBLICATIONS...

Social Studies: The Resources for Learning Development Unit in Bristol has published two packs of interest to social studies and humanities teachers. *Governing Ourselves* contains four booklets on Democracy, State of the Parties, the Election Process and Alternative Voting Systems. It costs £1.10 to those in Avon; £1.50 to others. *Using Sources for Social Sciences Enquiry* contains 10 booklets, each of which introduces pupils to sources used by social scientists. £5 to those in Avon; £10 to others. Both publications were written by groups of Avon teachers in collaboration with the RLDU. Copies from RLDU, Bishop Road, Bishopclee, Bristol BS7 6LS.

who deploy their professional skills in service of a great public. It is as well to remember Dr J M Roberts that he did not turn to world history and television teaching until he was already weighed with academic honours, otherwise he would have denied them, like my old tutor A J Taylor.

Hence I would like to see the study of history in our universities opened up to the outside world. Statesmen and historians ought to lecture there as a matter of course, and conversely the regius professors of history should not hesitate to open their minds on public issues. If history is to take its proper place in our schools again, historians must convince parents that it is not just relevant and important but essential.

The government should play its part, year or so ago the Mitterrand administration in France, dismayed at the ignorance displayed by French children of their country's magnificent history, laid it down emphatically that French national history must be fully and effectively taught in all schools, and that the spirit in which it is taught must be compatible with children taking a proper, albeit discerning, pride in France's contribution to civilization and humanity. The initiative in this overdue reform was taken by one of the most left-wing members of the government. I wish our ruling Tories would show a similar determination that our young people know their country's past.

NEXT WEEK

Safe houses
Where children in distress
can find sanctuary

Amer-English
John Weightman on transatlantic
variations in usage

Drug abuse
Reviews of the latest attacking
videos, from the DTI and others

Educational Supplement

FRIDAY FEBRUARY 21 1986 NUMBER 3634

FIRST PUBLISHED 1910 PRICE 65p

Poly bans Honeyford

Mr Ray Honeyford, the former Bradford headteacher who accepted an early retirement deal after an 18-month race relations row, has been barred from speaking at Bristol Polytechnic.

An invitation to him to speak to its Conservative Club has been blocked by the governors of the polytechnic because "it might have led to disturbances", according to Dr Robert Glen, chairman of governors, and also of Labour-controlled Avon County Council's education committee.

The 18-month row over Mr Honeyford's headship of Drummond middle school in Bradford ended when he accepted a £161,900 early retirement settlement in December.

He had been suspended from his job after a vote of "no confidence" in him by the local authority following publication of an article by him in the right-wing magazine, the *Salisbury Review*, which criticized the authority's multicultural policy.

Freedom of speech Bill, page 16



Take-over bid: students from the Department of Catering Technology, Granville College, have been running parts of the Grosvenor House Hotel, Sheffield, for the past two weeks as part of their work experience. Areas covered ranged from manning the reception to cooking and serving food and working behind the bar. Photo: Gail Murray

Heads plan national lunchtime closures

by Mike Durham

The first national shutdown of schools at lunchtime by headteachers is likely within the next three weeks.

The move follows a majority vote in a national ballot held by the 21,500-strong National Association of Head Teachers in protest at Government plans for midday supervision.

The detailed poll result is expected to be announced next Monday, after the national action committee has spent the weekend deciding on the precise action to be taken. It is expected to organize at least a one-day lunchtime shutdown of schools.

The heads have been voting on the Government's plan to provide £50 million up to March next year for locally agreed midday supervision schemes.

The money will be channelled through education support grants and will enable L.E.A.s to employ midday

supervisors, which may include teachers, at £3-£6 an hour.

The NAHT's national council has already said it wants a national agreement over rates of pay and more money. It insists teachers should be allowed to become supervisors because it fears for children's safety if arrangements exclude them.

In the ballot, NAHT members were asked if they wanted to take action on the issue and at what level. The ballot paper offered five options, ranging from closing schools at lunchtime for a single day to an indefinite midday closure.

NAHT members are thought likely to have voted for a single day's closure. Union rules mean any action must take place within the next three weeks.

Meanwhile the National Union of Teachers has instructed members not to apply for any midday supervision

jobs under the Government's scheme. The NUT wants a fully-staffed separate ancillary service.

Meanwhile, it looked this week as if local disputes over teachers' duties in a handful of L.E.A.s could wreck the Acs pay deal - expected to be ratified next week - even if teachers vote to accept it.

The National Association of Schoolmasters/Union of Women Teachers is insisting that local authorities withdraw warning letters sent to teachers before it calls off industrial action. However an employers' spokesman said: "There would be no question of ratifying an agreement in the face of threats from the NAS/UTW."

The NUT has voted by 3-1 in favour of half-day strikes this month and March in support of the pay claim. The NUT does not support the Acs agreement.

Court action warning over daily worship

by Bert Lodge

Proponents of a move to insist that all schools observe the 1944 Education Act by holding daily worship were warned this week they could face court action.

Mr Fred Naylor, a Conservative Party councillor and prominent member of the National Council for Educational Standards, will press next Tuesday's council meeting to agree that an

act of worship be held in all schools. The only exception would be where school premises made it impossible to hold an assembly.

It will be interesting to see how many will be prepared to vote against it," said Mr Naylor, formerly head of Both Technical School. "I understand that contempt of statute is a common law offence and that a Wiltshire parent

or member of the public could bring an action against anybody committing this offence."

Mr Naylor said parents were being prevented from exercising their option of either allowing their children to attend worship or withdrawing them, as the law allows.

Platform, page 4

THIS WEEK

- 18.19
- 20.21
- 27-30
- 31
- 32
- 33
- 34
- 35
- 36



Physics in crisis
page 5



Why History?
page 24



Home Economics
EXTRA: page 37



Owen Hickey on
Star Wars page 26



Button wars and
calculators page 31

Time is running out

Nobody can legislate higher status for teachers. Nobody can insist on teachers being admired and looked up to (though ministers do not have to denigrate them so freely). But one thing is certain: if teachers are to be the poor relations of every year's crop of graduates, their status will certainly reflect the low valuation put upon them by their public employers.

Summit called after pupil walk-out

Study shows maths gap widening

(b) (7) (C), (b) (7) (D)

The Voltaire principle

Long arm of the EWO

Dr Owen's challenge

The predominance of copying dictation, for example, which may

Compensation claim for girl's loss of eyesight

New quango on the way

**Professional Association
of Teachers**

**WERE YOU
THINKING OF
JOINING US?**

All you need to do is write to the following address (no stamp required):

**Professional Association of Teachers
FREEPOST
Department EW
99 Friar Gate
Derby DE1 9BB**

10

Fred Naylor believes the effects in the US of driving values out of the curriculum have been horrific, and draws conclusions for the debate on RE and collective worship here

Religious Education Extra (TES, December 13, 1985) presented the full gamut of contemporary thought on RE and testified to the problems that pluralism increasingly poses. The United States has already travelled this road and may have much to teach us.

As I read the TES articles I was reminded – even without the benefit of Dominic Bullock's title, "Still muddling on" – of John Dewey's introduction in *The Way Out of Educational Confusion*, 1931. "Doubt and questioning," he said, "no matter how far they go, are not in themselves an occasion for pessimism. But mere confusion is not a good thing." Most of the articles made excellent points, but were often pointing in opposite directions.

Some 25 years after Dewey's warning on confusion, the situation in the US was worse rather than better and that country's eminent educational philosopher, Philip Phenix, was describing and analysing a situation in RE which closely resembles our own today. But whereas some of your correspondents welcomed the changes which were occurring, Phenix deplored them. I believe that his analysis is correct and is relevant to our own situation today.

In essence, the argument runs as follows. As schooling became secularized, RE changed and assumed a "knowledge about" character (that is, became an objective study). Such a "spectatorship relationship" to the varieties of faith cannot give an insight into what it is to be religious, for religion is not chiefly a matter of rational understanding but of ultimate concern or supreme commitment. The new subject is not without merit. It may compete with similar subjects in the curriculum but it has no special significance or overriding claim.

On the other hand, any education worthy of the name must reflect a pattern of ultimate values. If religion is defined broadly and functionally as "comprehensive life-orientation" or as "the pattern of organization of life in relation to values regarded as ultimate", then any worthwhile education must have a religious base. The question for schools then is not *religion or no religion?* but *what kind of religion?*

Doris MacEoin and Paul Tonkin both described the changes now occurring here in RE and both envisaged objectivity as the ideal. The former was, of course, on very firm ground since he was describing a subject for adults at university level. Mr Tonkin had no time for any values in schooling and his article mainly served as evidence of a significant trend in education and a terrible warning for the future.

There is much less agreement about what to do to resolve our problems than about their origin, yet the first is hardly possible without the second. An agreed syllabus along non-sectarian lines starts off by being valid because all the parties are Christian. But with an influx of people of other faiths the goal of reaching agreement soon gives way to the more practical concern of avoiding disagreement, and the ideal of a positive functional role for RE is



A religious basis to education: unlike the US we have an Established Church and the 1944 Act.

What kind of religion?

shelved. Running alongside this is a growing unease over "indoctrination". What starts off as a healthy aversion to subjecting Muslim children to a Christian education, and vice versa, is soon transformed into an unhealthy fear of being labelled an "indoctrinator" for trying to bring up one's own children in one's own faith – especially at a time when faith is weak.

More nonsense has been talked about indoctrination than about any other concept in education. The proverbial visitor from Mars would be nonplussed at hearing Western liberal educators going on about the Soviets indoctrinating their children at the same time as they were urging their own schools to foster true democratic ideals. The truth of the matter is that if we really wished to avoid indoctrination we would need to present fascism, communism and Western democracy as of equal worth and staff our schools with teachers devoid of any sense of moral discrimination.

Put this way it is evidently a clear recipe for national disaster. Yet it is the direction in which the US has been going and in which we are now head-

ing. In arguing for a religious basis to education (and therefore a form of indoctrination), I am not, of course, advocating propaganda, distortion or irrationality. I make a proper distinction between truth criteria in different forms of knowledge.

The horrific effects of driving values out of the curriculum have been manifest in the US for some time. Urie Bronfenbrenner has vividly described what happens when parents and teachers virtually cease to bring up their children and peer-group pressures are allowed free rein.

The really deplorable situation with regard to delinquency, vandalism and crime in the public schools of America was extensively catalogued in the Bayh report, 1975-77, and the flight from these schools was occurring even as Senator Bayh's committee was gathering its evidence.

It was left to J S Coleman in his research project, *High School Achievement* – 1982, to provide the proof for what most had guessed: the higher educational standards of the private schools (mainly having a religious foundation) were due not to

socio-economic factors but to the higher academic and disciplinary demands they were able to make on their pupils.

It was by no means the case that most of the American parents who sought the sanctuary of the parochial schools were religious in the usual sense, but the Christian doctrines of the incarnation, sin and grace no doubt provided a bulwark against the permissiveness generated by the credo of the early progressives that children are naturally good, and which did so much damage to American schooling before it was exposed as a disastrous sentimentality.

My main purpose has been to dismiss the question, *religion or no religion?* as being intellectually inadequate and dangerous to pupils and society, and to move the debate on to the more important question, *what religion in our schools?* We have neglected this for so long that recovery will not be easy, but the starting point must be that we, unlike the US, have an Established Church and the 1944 Act gives every parent the right to withdraw his child from RE and worship. This right of withdrawal is often

overlooked today. It has, however, long been used to advantage by hard parents. They have demanded, and been given, worship and instruction in their own faith during the school hours. It has been a satisfactory arrangement and could be adapted to people of all faiths who find themselves in a minority.

The problems over school worship almost exactly parallel those over the lack of a physicist on the staff. One-third of the physics classes in the first year are taken by non-physicist specialists. Even in the fifth year, half the physics classes have non-specialist teachers.

The school's two science teachers when have to prepare two lessons – one to teach and one to provide for the supply teacher. And while taking his class, the science teacher is available to assist the supply teacher.

Mr McCormick, who has taught at the school for two years, is keen to keep up the level of physics in the school. "The only reorganization possible is to drop physics and that would be absurd," he said.

The patch-up approach means the

Physics classes at Swanscombe school often mean pupils sitting in rows working from a textbook and supervised by a supply teacher who last studied the subject when she herself was 14.

Such makeshift arrangements have had to be made since the school lost its full-time physics teacher in the summer term last year.

Swanscombe is a smallish 11-16 county secondary school which has been losing pupils as the industry in the area surrounding the Kent village from which it takes its name has declined. The school site, opened in 1939, is not far from the chalk quarries and cement works that used to provide jobs in the area.

The loss of the school's one physics teacher has increased the workload of the head of science, a chemist, and the one other science teacher, a biologist. The school counts itself fortunate to have been able to get a qualified physics teacher from the county pool for three days of the week.

But the demand for pool teachers is so great there are thought to be 10 applications for each available physics teacher.

So much of the burden falls on the school's regular supply teacher, who takes physics lessons for 2½ days a week. She is a music specialist, who dropped physics before O level.

"With the fifth-formers, I'm just a body in front of the class," she said.

"I teach physics as well as a physics teacher who had dropped music at 14 would teach music. The basics are possible, but not complicated harmony work," she said.

The pool physics teacher leaves the lesson plan for her fifth-form class, which she goes through before she takes the class.

Similarly, the work has to be from textbooks because she can't get them working on experiments, partly because she hasn't the experience and partly because it isn't clear whether she is covered by insurance.

"We do the best we can," says the head of science, Mr Michael McCormick, who is aware the physics teaching is far from satisfactory.

All the school years are affected by the lack of a physicist on the staff. Two-thirds of the physics classes in the first year are taken by non-physicist specialists. Even in the fifth year, half the physics classes have non-specialist teachers.

The school's two science teachers when have to prepare two lessons – one to teach and one to provide for the supply teacher. And while taking his class, the science teacher is available to assist the supply teacher.

Mr McCormick, who has taught at the school for two years, is keen to keep up the level of physics in the school. "The only reorganization possible is to drop physics and that would be absurd," he said.

The patch-up approach means the

The crisis in schools created by the shortage of physics teachers is putting an enormous strain on science departments. Geraldine Hackett reports on attempts by schools to keep physics on the timetable despite the lack of teachers

Secondary law of movement

Physics classes at Swanscombe school often mean pupils sitting in rows working from a textbook and supervised by a supply teacher who last studied the subject when she herself was 14.

Such makeshift arrangements have had to be made since the school lost its full-time physics teacher in the summer term last year.

Swanscombe is a smallish 11-16 county secondary school which has been losing pupils as the industry in the area surrounding the Kent village from which it takes its name has declined. The school site, opened in 1939, is not far from the chalk quarries and cement works that used to provide jobs in the area.

The loss of the school's one physics teacher has increased the workload of the head of science, a chemist, and the one other science teacher, a biologist. The school counts itself fortunate to have been able to get a qualified physics teacher from the county pool for three days of the week.

But the demand for pool teachers is so great there are thought to be 10 applications for each available physics teacher.

So much of the burden falls on the school's regular supply teacher, who takes physics lessons for 2½ days a week. She is a music specialist, who dropped physics before O level.

"With the fifth-formers, I'm just a body in front of the class," she said.

"I teach physics as well as a physics teacher who had dropped music at 14 would teach music. The basics are possible, but not complicated harmony work," she said.

The pool physics teacher leaves the lesson plan for her fifth-form class, which she goes through before she takes the class.

Similarly, the work has to be from textbooks because she can't get them working on experiments, partly because she hasn't the experience and partly because it isn't clear whether she is covered by insurance.

"We do the best we can," says the head of science, Mr Michael McCormick, who is aware the physics teaching is far from satisfactory.

All the school years are affected by the lack of a physicist on the staff. Two-thirds of the physics classes in the first year are taken by non-physicist specialists. Even in the fifth year, half the physics classes have non-specialist teachers.

The school's two science teachers when have to prepare two lessons – one to teach and one to provide for the supply teacher. And while taking his class, the science teacher is available to assist the supply teacher.

Mr McCormick, who has taught at the school for two years, is keen to keep up the level of physics in the school. "The only reorganization possible is to drop physics and that would be absurd," he said.

The patch-up approach means the

subject is being taught less imaginatively. So far, Mr McCormick feels the impact is being felt most by pupils in the lower grades. "They are not being motivated and they are switching off. We can provide the information for the exam classes and they are still interested," he said.

There has also been a greater drift away from physics among the girls. Of the 47 pupils in the fourth year, only one is a girl. The previous year 10 girls chose physics. In the present fifth-form, there are grumbles from pupils that if they had known their teaching was to have been by non-physics teachers they would have chosen another subject.

The school's head, Mr Ronald Halford, fears that unless the school can recruit a specialist teacher, physics in the school will be seriously affected.

"We have a flourishing science department and I've always viewed physics as a core subject," he said.

The school is now advertising for the third time and offering a Scale 2 post. Mr Halford is coming to terms with the fact that he may be ready to accept a science teacher who is not a specialist.

"It is a very sad situation. Physics is being ruined," he said.

His despair is echoed by heads across the country. Twyford High School, a large expanding school in Acton, west London, has advertised eight times, five times for a physics teacher and three times for a general scientist, since the spring of 1984.

"We were launching TVEI and we were quite desperate," said Mr Kenneth Reeves, the head. He fears he will be forced into reorganizing science into integrated courses that have a 'lower physics input'.

Exams classes are taken by the school's two physics teachers, but in the lower school some classes had no physics teaching for a period until the school managed to get a supply teacher to take general science.

The school's roll is rising and this year 10 pupils are taking A level physics and 25 taking O level.

"This is an attractive school. The only drawback that I can see is that Ealing may be an expensive place for teachers to live," he said.

Other schools were willing to recount similar experiences, but weren't prepared to be named for fear it might lessen their prospects of recruiting a physics teacher.

A large grammar school for girls in the south-east has had a physics vacancy since 1983. The school has two physicists, but they are overburdened with heavy teaching loads and, in addition, they have to advise and assist science teachers who are not physics specialists.

"It has been a holding operation and yet we have a growing sixth form and more girls wanting to do physics," she said.

The most surprising place to find with problems was a large college in

the East Midlands with a science staff of 20, where the vice-principal admitted to being very seriously worried about replacing any physics teacher.

The college has already persuaded one teacher back from retirement and A level classes are now being taught by teachers with less teaching experience than would have been the case a year or two ago.

"I managed to get a replacement physics teacher at Christmas, but it was a sheer fluke that a teacher happened to be coming back to live in the area. He was the only suitable applicant," said the vice principal.

Further north, Ferryhill comprehensive in county Durham has been advertising since last Easter. The head has made a temporary appointment because he had only one applicant with a science background.

"We have to give priority to exam classes. It may be that we will have to shift to offering more combined courses," said Mr William Wilks, the head.

Heads see no immediate solution to the crisis. The Institute of Physics estimates the country's schools are short of between 500 and 600 physics teachers, and there are, in addition,

"hidden" shortages, where schools have reduced the amount of physics teaching.

In the West Yorkshire area of Kirkstoes, the education authority is losing as many as two physics teachers in a week. Some areas report that as well as having problems getting physics teachers, they can't recruit craft, design and technology teachers.

In the outer London borough of Enfield, there are vacancies for six physics teachers in the area's 20 secondary schools.

Schools are having to resort to supply teachers – where they are available – often teachers without a background in science.

The worst hit is the small school which would normally have one qualified physics teacher. Such schools are not able to spread the extra load across their existing science staff. The specialist science staff have to both switch from their own science to physics, as well as trying to support teachers with no science background.

Schools are desperately worried about the future, though some prefer not to talk about their specific difficulties in case it should deter any potential candidates.

Heads fear pupils will begin to switch away from physics after the third form and choose subjects where the teaching is likely to be more consistent.

"It will become a self-defeating circle, leading to even fewer qualified physicists," said Mr Halford at Swanscombe.



The supply teacher hands out physics textbooks to fifth-formers.

You can't be in 30 places at once. Maybe we can help.



There is very obviously no way in which any kind of study aid could ever take the place of the sound classroom tuition you give your students.

But when they're revising for their CSE, O level, A level and SCE exams, they naturally have to put in a lot of study time at home when you can't be there.

Even the most conscientious students sometimes find effective home revision difficult, and waste valuable time through lack of planning and direction.

Letts Study Aids have been specifically designed to provide that direction, and to complement revision from textbooks and pupils' own class notes.

Each revision course provides students with a sensible in-depth programme of study in which the relevant information is both interestingly presented and easy-to-assimilate.

A syllabus analysis table allows for instant identification of the topics to be revised, ensuring that time and effort is spent only on the relevant

sections of the clear and concisely written revision text.

Self-test units allow the student to monitor his progress and check how far his understanding has improved, whilst a further section is devoted to the examination itself, with helpful information on exam technique, a realistic appraisal of exam questions, and a guide to the most methodical way of answering them.

Letts revision courses and objective questions have been prepared by carefully selected authors with extensive classroom experience as well as detailed subject knowledge, and are now complemented by Letts Revision Software, available on cassette for home use and a disc for the BBC-B in schools. Both books and software represent excellent value for money.

So when your students look to you for advice on home revision, recommend Letts.

Because school examinations can't be helped. But the people who have to take them certainly can.



Minority view

I am worried: state education seems to be at sixes and sevens – a bowling alley no one wants to enter in broad daylight for fear of realizing the truth. As a minority group member, I feel urged to express my views.

Take a good look at state education, 1986. The 1944 Act was full of good intent. What good intentions are there for the teacher and the taught now? The former have, in recent years, been made to feel the culprits of social unrest among the latter – youth and particularly black youth.

Falling rolls should be seized upon as an opportunity to improve the standards of underachieving pupils in the metropolis and the large urban areas of the country, thus stemming one of the reasons for restiveness among young people today.

Many schools in the larger cities no longer have homogeneous groups of

pupils with reference to language, educational background, social training, and religious beliefs. Instead of closing down schools, i.e. as should allow smaller primary and secondary (community) schools to continue with fewer pupils so that teachers get to know their pupils better within the constraints of the timetable.

Fifteen to 20 pupils in a mainstream class or subject group would enable the teacher to prepare well beforehand and operate efficiently during and after teaching sessions. It is essential that this is looked upon as the very basis for successful teaching today, no amount of in-service training, black studies, ethnic minority studies and countless other studies could eradicate the underlying helplessness felt by large numbers of teachers, the vast majority of whom are white, that their often sincere and supreme efforts are

being undermined.

They need time. And to give pupils time for their differing needs one must deal with fewer pupils at a time: to be fair; to perform a fair job; to enjoy the job and gain job satisfaction; to uplift; to make a valuable contribution to society.

Then attitudes: it is possible that pupil achievement may be seen in a new light, particularly towards the performance of minority children. Once smaller teaching groups are the norm, understanding the children of minorities, their parental aspirations, their attitude towards education may unfold more clearly once teachers are given the time to put more thought into this seemingly complex area.

If there are fewer pupils in a teaching or tutorial group, attitudes

can be gauged quickly and negative ones can be rectified with speedy, positive help. The acquired antagonistic feelings of black and white pupils towards other racial groups could be investigated in much greater depth. The white pupils who tend to hold black teachers in lower esteem could have sessions of open discussion where they could express the reasons for their opinions.

It has often been found that such white pupils come from "racist" backgrounds where only negative attitudes are nurtured towards blacks and then the very same pupils are expected to behave like international diplomats on reaching school. Little help is accorded by schools to pupils from such backgrounds, with the result that tensions boil over into in-school and after-school confrontations which are sometimes quite serious. (Needless to say

that educationally and socially can have a devastating effect on pupils involved, and their smaller groups, smaller classes go a long way towards the opening of teaching information for pupils needing such care.)

Children in school are in a state of care. Teachers can only take a loco parentis role if they handle confidently groups from many ethnic backgrounds that must mean smaller groups, above all, understanding children and what they need in school to be worked upon, paramount importance. In respect, the contribution of the teacher is invaluable.

Ela Ray is head of ESL in a school in Ealing, and member of the Council for Educational Standards.



Hard work in physics class: tape and slats are idle while pupils copy notes

NEWS

SDP leader's plan for higher education shake-up rejected by Williams

Owen backs student loan scheme

Radical schemes for making higher education more competitive and less dependent on government funding were outlined last week by Dr David Owen, Social Democratic Party leader, in a paper which set out his personal views not those of official SDP policy.

His plans included ideas for student vouchers and loans, and for more freedom for universities and colleges to drum up private funds.

In part they echo other frameworks put forward in recent weeks by both the Labour Party, which has a policy of educational entitlements for all adults, and the right-wing Adam Smith Institute, which favours student loans and total university autonomy.

Dr Owen told the Social Democrats' Scottish consultative assembly at Stirling University that if higher education were made more efficient through the provision of new incentives "the result could be a higher quality of output - in the form of more and better research and teaching - without necessarily changing the current input mix".

One way would be to get institutions to calculate full-cost fees. The existing local authority student grant system would be scrapped, and the money handed back to central government, which would then pass it over to the University Grants Committee.

The UGC would divide it into



David Owen

teaching and research allocations and distribute these to institutions on the strength of peer group evaluation of departments, and future teaching and research plans. Institutions would also be encouraged to raise far more money than at present from gifts, grants and contracts.

Finally, institutions would set up student aid offices which would receive some part of the university's or college's teaching and research money to dispense as remission of fees and maintenance grants, and as subsidies for the interest charge on bank loans arranged through the institution.

Dr Owen claimed the plan was "workable, not least because the entire arrangement - including student aid and general financial planning -



Shirley Williams

actually works in many US state universities."

He added that an alternative "consumer plan" would mean more radical change, but higher costs. Every adult would have a two-year "learning entitlement" which they could use either for full-time, part-time or periodic study.

Special entitlements would be available in priority subjects, for example, engineering and technology, and institutions would be free to offer their own bursaries and scholarships as would private companies.

Anyone using up their entitlement would have to cover their own costs if they wished to continue studying. A student loans scheme would allow students to take out loans for fees, and

for maintenance.

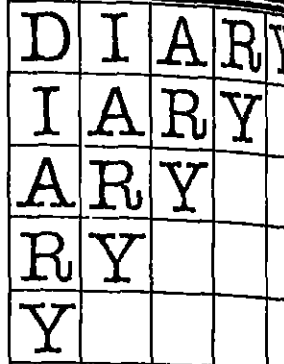
Funding arrangements for institutions would also need to be revised. Universities and colleges would have a core grant to cover their general public service contribution and a "back-ground" level of research. In addition, they would have income from research contracts and student fees. An innovation fund would make development and expansion funds available.

Under such a scheme, Dr Owen said, institutions would be free to choose what length and level of courses they wanted to offer.

There would also need to be a major rethink of the present position of charging overseas students full-cost fees, Dr Owen emphasized. The Government's stand on this had lost the United Kingdom "immediate commercial business but unquantifiably more in long-term commercial orders, overseas markets and trade".

Mrs Shirley Williams, the Social Democrats' president, made it clear that she does not share Dr Owen's views on student support when she addressed the assembly on Sunday.

Mr David Graham, chairman of the Alliance education policy group in Scotland, added that it had already decided to "exclude the option" of student loans.



Going...

Meetings of the Inner London Education Authority will surely be the same again. Ruth Gee, the flame-haired deputy leader, who has been a member of the authority since 1974, is stepping down. She will not be a candidate in the elections in May.

But she firmly scotches rumours of a re-election battle in her Hackney constituency. "At this stage in my life, after eight years without paid employment, it seemed to me that I needed to think about my career prospects," she explained.

Ms Gee, who is 38 with two young children, taught English in London schools for nine years before becoming a full-time councillor in 1974.

But she is unlikely to return to teaching. With a hint of the jargon acquired at a thousand meetings, she commented: "I'm looking for something educational, but not necessarily the actual delivery."

"I think I've developed quite a management skills in the last few years," she added.

Going...

Another pillar of the ILEA community shortly to slip away from the battlefield is Bev Woodroffe, the 41-year old senior inspector for multi-ethnic education. After 11 years, Woodroffe is throwing in the towel. "I don't think I should be running the white flag," she said.

Mr Woodroffe, who was named the mantle of Mr Multicultural in the mid-1970s. Ever since he has been carrying the torch for multi-ethnic policies, coming under fire from all sides in the process. He helped inspire a seminal multicultural policy statement in 1977 and led the first London team of multi-ethnic inspectors.

His horizons are now global. He joins the Commonwealth Institute of Education officer next month, at the start of his Caribbean Focus celebration. Mr Woodroffe is a white man but he should know a thing or two about that part of the world. He was Sybil, in Guyana and one of a handful of black inspectors in 1977.

Gone

Mr Clement Freud resigned in December from the Commons Select Committee on Education because of the steady pace of the deliberations. As it to prove his point, eight of the committee's colleagues have only just got around to a swinging denunciation of Mr Freud (Letters, page 21).

And an astonishing attack in the House of Commons on a visit to Oxford when Mr Freud - a critic of "pointless trips and junkies" - is said to have loudly condemned the poor standards of his hotel room. "Clearly, he still needs to learn that there is an education of our children, and we are seriously indeed," wrote the *Westminster* and *Go of Westminster*.

Record choice?

Teachers and employers have yet to announce the names of the "three men" who will study pay and conditions following the AGPS deal.

Most widely tipped as a possible choice is the panel in Professor Sir John Wood, the expert in law and industrial relations who chaired teachers' arbitration panel three times in the past. For the record, Sir John awarded the teachers a 3.5 per cent in 1978, 13.5 per cent in 1980 and 10 per cent in 1982.

Accord

Private tuition plan for Handsworth pupils

by Valentine Low

Gifted children from Handsworth, Birmingham - the scene of riots last year - are to be offered a chance of special tuition by one of the city's most famous independent schools.

The chance for mainly black and Asian children from inner-city areas, is part of a project undertaken by King Edward's School, Edgbaston.

It is planned that up to 100 children will benefit from two schemes, half of them at a site in Handsworth yet to be chosen. The rest will be picked from the whole of Birmingham and take part in a Saturday morning school at King Edward's itself.

Teachers will be recruited from the private and public sectors and will be paid out of a £60,000 three-year grant

from the Dulverton Trust, the Grantham Trust of Birmingham and the school's foundation. The scheme has the backing of the National Association for Gifted Children.

Mr Martin Rogers, the school's head, said he hoped for Birmingham i.e. approval for primary school heads to advise him of suitable children aged from 9 to 12.

Subjects covered in the classes of about 12, will include science, technology, creative writing and mathematics. Mr Rogers said the idea of helping a whole district came after initial investigations by Mr John Evans, the project director. Handsworth was the obvious choice.

The school was keen on helping children from disadvantaged homes

because middle-class parents were more likely to recognize and encourage gifted children, he said.

Immigrant families, which predominated in Handsworth, were also likely to suffer from language problems which could hold their children back at school.

It was important that groups such as immigrant families saw their talented members develop so they could become articulate community representatives, he said.

However, the need for extra tuition for gifted children should not be taken as a criticism of state primary schools. "They are good at doing their absolute best. They are not well funded at the moment; they are short of time, staff and money."



It is important that immigrant families can see their talented members develop.

Mr Rogers said he hoped the scheme would spawn imitations throughout the country.

The King Edward's project is planned to start in the summer, the Handsworth one in October.

Record of interests warning

by Mike Durham

Education officers in inner London and five outer London boroughs are warned about unwarranted and unnecessary intrusion into their private lives.

This follows a call from the Association of London Authorities that all new chief officers declare financial and business interests.

The association, which represents mainly Labour-controlled councils, says the demand in a Charter for Open Government.

According to FUMPO, the Federation of Managerial and Professional Officers - which represents CEOs - this will include such things as membership of the local allotment society as well as information on chief officers' wives.

"They will be asked questions regarding their private life that have absolutely no bearing on their professional or managerial competence or responsibilities," said Mr David Such, FUMPO press officer.

As well as the Inner London Education Authority, London boroughs which may adopt the charter are: Haringey, Newham, and Hounslow. Newham and Brent have previously been alleged to have strong Masonic influences.

Mr Newham i.e.a. has appointed Mr Andrew Lockhart as CEO to succeed Mr James Pilling, who left the authority last year. Mr Lockhart, aged 41, has been deputy director since 1982 and acting chief officer since September.

Oxford backs animal vote

Oxford University students' union has become the second student body to vote for the right to opt out of animal experiments.

Students voted last week to accept a document known as the students' charter for "violence-free sciences", which calls for the right of students to opt out of taking part in dissection and dissection without being penalized.

Mr Macdonald Daily, of the Oxford University Animal Rights Group, said the charter now had to be discussed with the university. No medical, physical or zoology student had yet agreed to take the practical exam, he said. "A number of psychology students have refused to take their practical papers."

Students' union has also voted for the right to opt out of experiments. Unions at Sussex

Millions of papers have been written on Apple. (One was even written about it)

"A Revolution in Academic Publishing?" is not, we're pleased to say, manufacturer-speak. It's the title of a paper by Roger Emery of Reading University. And as befits a treatise on the uses of Apple computers in education, it was entirely composed on and printed out by one.

Those uses are as varied as the subjects being studied in British schools and universities today where once computers were confined to the Computer Studies course.

A learning tool

At Newcastle Polytechnic, Apple computers have been introduced into the BA (Honours) Accountancy course. By learning the techniques of computer-based financial modelling with software used in business today, students are combining academic study with a preparation for work.

Says Senior Lecturer Adrian Woolley: "I am very impressed with the Macintosh ease of use and the quality of the software available. I see (it) as a very advanced productivity tool."

The Humanities or the Sciences?

The same polytechnic is applying computers to the study of Materials Engineering, Acoustics Research and Power Engineering. For instance, students have been writing programmes for the design and testing of components.

Other examples of disciplines where our products are proving valuable include those of Earth Sciences and Psychology at the Open University. Cambridge has several Apple IIs in its Surgery and Ancient Greek departments. Reading University uses them to study French and Typography. And staff at Glasgow University and the Macintosh's graphics capabilities

Apple's obvious strength in the area of word-processing is not being ignored. Donald Halliday, of Newcastle Polytechnic, provides a classic example. On top of all his teaching work, Mr Halliday is also Warden of a Hall of Residence. He explains:

"I keep all my records for the Hall on (an Apple II)... I can do 90% of my day-to-day work on it, and find the word processing module very easy to use."

Many other professors are finding computers useful for preparing their course materials so as to replace expensive, quickly out-dated textbooks. The portability of Apple computers has been seized on by a Professor of the Imperial College. He takes his Macintosh home in order to compose term papers in the strictest secrecy.

And where budgets for administrative staff are restricted, an Apple can often be found, enabling a single secretary to discharge her duties efficiently towards many lecturers.

Easy to learn

Much has been said about the simplicity of learning to use an Apple computer and its software. According to Adrian Woolley: "If you give students the tutorial manual and demo disk, it is largely self-teaching."

Bill Allen, also of Newcastle Polytechnic, goes further: "The adaptability and the wealth of software available for the Apple are the obvious (advantages). The systems are very flexible... and very reliable. You can do on an Apple the kind of thing that people do on £20,000 development systems."

It is therefore not surprising to learn that

in institutes of learning in the United States alone. They are also becoming widely used in business on both sides of the Atlantic, ensuring a high degree of reliability and strong dealer support.

If you would like to learn more about

Apple in education, the Macintosh Academic Conference is being hosted by Imperial College on April 5 and 6. Just post the coupon for details. We shall also be pleased to send you further information on our products and preferential pricing for education.

The last word comes from Michael Kimber of Gateshead Technical College. "I haven't seen anything so far that makes me regret our original decision to go with Apple. The machines are working day and night, they are very robust, and they are allowing us to fulfil our commitment to both computer literacy and applications courses. They have been an excellent investment."

Apple
The power to succeed.

☐ Please send me further information on Apple computers and details of preferential pricing.
☐ I am interested in attending the Macintosh Academic Conference.

Name _____
Position _____
Institution _____
Address _____
Postcode _____

Post to: Apple Computer UK Ltd.
FREEPOST, Information Centre, Eastman Way,
Hemel Hempstead, Herts. HP2 4BR.

London cost of living hits job applications

by Jill Sherman

Education authorities in London are facing difficulties recruiting heads, deputy heads and heads of department because of the city's high property prices.

Now the London Boroughs Association, which represents 20 of the 32 authorities in the capital, may consider whether to press for teachers to be given preferential treatment on local authority mortgages, better re-allocation allowances or improved London salary structures.

The association's education committee is now trying to find out why some of its members are unable to find suitable applicants to match employee specifications and are often having to revertise.

Following concern from Ealing's education department, the LBA has initiated an inquiry to see whether the problem is more widespread.

Education committee clerk Andy Lauder said 11 boroughs had already responded and all but one had expressed recruitment difficulties. He said the main factor has been the high cost of property in London. But some boroughs had indicated that high travelling costs, travelling time and added stress had also deterred teachers from London posts.

The association was also looking at other departments to see whether the problem was confined to education or was, as they suspect, more far-reaching. The findings would be reported to the next LBA meeting on March 3.

Parents buy private school

by Nigel Burnham

A consortium of parents has bought a girls' public school from a Church of England trust and will reinstate the head who resigned three months ago.

Mr Colin McGarrigle, 44, quit his job at the £4,000-a-year Queen Margaret School, Epsom, near York, in December after a policy disagreement with the Woodard Corporation - a Church of England educational trust which administers 33 schools in Britain.

Shortly after, parents at the 85-year-old school, which includes the Duchess of Kent among its old girls, set up a committee to try to take over the school and keep Mr McGarrigle in charge.

The trust at first rejected the parents' offer but has now confirmed that sale terms have been agreed, subject to conditions. The purchase price has not been disclosed.

Mr McGarrigle, a former head of Bramcote prep school for boys near

Scarborough, said this week: "I am delighted to have been asked to stay on. It is an astonishing honour and a tremendous vote of confidence."

"I feel an enormous responsibility but am very excited at the prospect of remaining here to see the job through."

Mr McGarrigle who has been head of the 275-pupil school for two and a half years, added: "There have been many changes and improvements since I arrived and I think that is why the parents decided they wanted me to stay."

Mr Richard Field, chairman of the parents association subcommittee which negotiated the sale said: "We have been very impressed by Mr McGarrigle and so are delighted with the outcome. We will now be setting up a limited company, registered under the Charity Commission, to run the school for, and on behalf of, the

children. Any surplus funds will be reinvested in the school."

The Woodard Corporation's decision to sell Queen Margaret's has been prompted in part by its recent troubles with another of its North Yorkshire schools, Queen Mary's.

Now located at Balders Park near Thirsk, Queen Mary's leased the 18th century, 100-room Duncombe Park, ancestral home of Lord Feversham, until two years ago.

In a letter to parents this week, the corporation admitted that it could no longer afford to run Queen Margaret's.

"The move of Queen Mary's was a drain on our resources. There is no way we can ensure the continuation of Queen Margaret's as a school with the facilities both for teaching and for recreation which the parents and children of a school with its established reputation rightfully require."

Cruise children caught up in Greek shipping row

Almost 600 British schoolchildren and teachers found themselves embroiled in a quarrel between two Greek ship-owners when their cruise liner was arrested in Port Said last Saturday. The children were bussed into Israel three days later.

A restraint order was served on the *Neptunia*, carrying the children on a week's educational cruise organized by Schole Abroad, Haywards Heath.

Its chairman, Mr Peter Hopkins, said: "The court order was given in Suez, the lawyers were in Alexandria acting for a Greek in Athens. The dispute was nothing to do with us." The ship was freed on Tuesday and sailed to Israel to meet the children. The youngsters spent three days

instead of the single scheduled day in Egypt to visit Cairo and the pyramids. They spent the extra time at the Nile Delta, on a trip to Ismailia, shopping in duty-free Port Said and touring the harbour in small boats. They slept aboard the *Neptunia* as usual.

On Tuesday, Egyptian buses took them across the Suez Canal to the border where they were met by Israeli coaches for the journey across the Sinai desert to Jerusalem for dinner. They missed visiting Turkey but flew back home from Cyprus on Thursday.

Next week's cruise with 588 children and teachers from Buckinghamshire schools will start in Cyprus instead of Athens.

Tonypandy calls for GTC

Viscount Tonypandy called for the establishment of an autonomous professional council for teachers this week. The former Speaker of the Commons said the College of Preceptors, of which he is president, could provide a framework for the creation of a General Teaching Council (GTC).

He told the preceptors' dinner: "I firmly believe that the future of our great nation depends on the establishment of such a council - a future which depends upon the sound educational development of the girls and boys in our classrooms."

Teachers had been pressing for a council for their profession ever since the establishment of the General Medical Council in 1858, said Lord Tonypandy, formerly Mr George Thomas - and himself an ex-teacher.

1,000 schools surveyed for building repairs

A sample survey of school buildings to find out how much repair work needs to be done to bring them up to minimum standards is being carried out by the Department of Education and Science.

The survey, which covers about 1,000 county and voluntary controlled schools in England is likely to have extensive implications.

Last year that the state of school repair was unsatisfactory in more than half of education authorities, yet further cuts were planned.

Add a report by the Audit Commission said some £500 million might need to be spent on secondary schools alone to catch up with the backlog of maintenance resulting from the cuts of the last



McOllP and FCOllP
College of Preceptors
Membership
for those engaged in
Education

Introducing The College of Preceptors
The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is privileged to have been granted a Royal Charter in 1949. It is an independent and international forum for debate on educational issues, and an examining body.
For a copy of the Rules of the College and for further information The College of Preceptors,
44-46 Victoria Street, London WC1A 1AB

NEWS

'Anti-elitism' jobs threat to Welsh leavers

by Bert Lodge

A mixture of Welsh nationalism and anti-elitism is threatening the career prospects of many of Wales's brightest sixth-formers, it was alleged this week.

The threat comes from a new generation of teachers, says Mr James Davies, until recently joint chief examiner in English for the Welsh Joint Education Committee, the examining board for most Welsh schools.

These teachers regard A level as "shamefully elitist" and might seize the chance to reject the traditional notion of "literature".

At the same time they stress the need for more Anglo-Welsh literature in the A level syllabus, Mr Davies points out in a magazine article.

"Anglo-Welsh literature is weak in drama and limited in the novel," he says. This, he believes, inhibits recruitment of examiners and puts off teachers. "Many teachers in Wales are hostile to excursions away from the main concourse of literature's hall of fame."

If growth in teacher influence on

exam content is not stopped, pressure may be applied to end A level as the examination for the most academically able.

The result for most Welsh sixth formers will be a disadvantage when competing for university entrance and for jobs against candidates from other boards, Mr Davies maintains.

His accusations are written in the latest issue of *Planet, the Welsh Internationalist*. Mr Davies, joint chief examiner from 1978-85, says "the rise and rise" of teacher influence has led to their strong, possibly majority, representation on the English subject panel.

If teacher influence keeps growing so will the demand for more exams, where teachers control material, assessment and, if possible, the standards applied.

Planet, the Welsh Internationalist, PO Box 44, Aberystwyth, Dyfed. Single copies £2 (inc p+p). Annual subscription £9 post free.



Revving up: a stand encouraging girls, as well as boys, to train as motor mechanics was one of the features of Breakthrough, a three-day careers exhibition at the Camden Centre, London, last week.

Picture: Martin Mayer

Welfare staff reject narrow truancy role

by Susannah Kirkman

Education welfare services should concentrate more on enforcing school attendance and less on social work, according to the DES.

A department circular states: "The services are not an extension of personal social services, adding attendance rates in some schools to 'worryingly low, particularly among pupils in the 14-16 age range'."

The document, issued in an attempt to fulfil a Conservative election pledge on curbing truancy, has drawn many education welfare officers.

Mr Dave Beer, general secretary of the National Association of Education Workers in Education, commented: "Dragging pupils into school without this was a police state in its own right. Education welfare officers have to look at the underlying causes of absenteeism."

"You can't get children into school by threatening parents with a case," he added.

Education welfare officers were "very disappointed" with the circular, which had completely ignored the NASWE's response to the DES last year.

Mr Beer attacked the circular's assertion that the EWO role was to "serve the child in relation to school attendance, not the family".

He believed the roots of delinquency often lay in the family. Many parents condone their children's absences from school, and some even aged them to stay away because of their own loneliness and insecurity because they wanted their children's help at home.

NASWE also condemned the circular's attempt to restrict the scope of social work skills used by EWOs. The DES says officers should only use skills to "give the child a better attendance".

Mr Peter Lewis, NASWE's general secretary, complained: "It is nonsense to say we don't use social skills as personal social workers. A survey by the association of EWOs in 62 education authorities showed a close overlap between education welfare services and social work."

Officers used counselling in 55 I.e.s.s., were involved in investigations of child abuse in 54, with pregnant pupils and mothers in 54, and undertook conferences and multi-agency liaison work in 61.

It was wrong to blame the welfare service for high absenteeism among fourth and fifth-year pupils, which was partly caused by inappropriate curriculum, Mr Lewis said. "Schools should see their task as modifying as well as pupils' behaviour."

He welcomed the circular's phrase on close ties between the school and the community, suggesting that they could "contribute to the thinking on issues".

But EWOs were "convinced" early detection of the problem was non-attendance would do more than anything else to reduce truancy. However, it would require more resources and the effective use of these should not be an excuse for the education welfare service to improve attendance.

Mr Lewis reckoned that to improve attendance in the way the circular suggests would demand three times as many EWOs as the education service already employed. In Avon, one of the few authorities where posts had not been frozen, officers were only paid 75 per cent of the rate of secondary schools and 10 per cent of primary schools.

Parents back grants campaign

by Hilary Wilce

Parents of students at Durham University have responded quickly to a letter sent to them by the vice-chancellor, urging them to protest about the declining level of student maintenance provision.

Professor Fred Holliday told *THE* that many parents had contacted him after receiving his letter last Friday. He had also been contacted by a Conservative MP, and by other vice-chancellors interested in seeing a copy of the letter.

"I am hopeful that this rush of responses will mean we can put some useful pressure on," Professor Holliday said.

In the letter, signed jointly by Professor Holliday and Mr Patrick Martin, president of the students' union, parents were told that the real value of the student grant is now £320 lower than it was in 1979.

In addition the Government's intention to remove students' entitlement to certain supplementary, housing and unemployment benefits will mean that some students will lose between £200 and £300 a year.

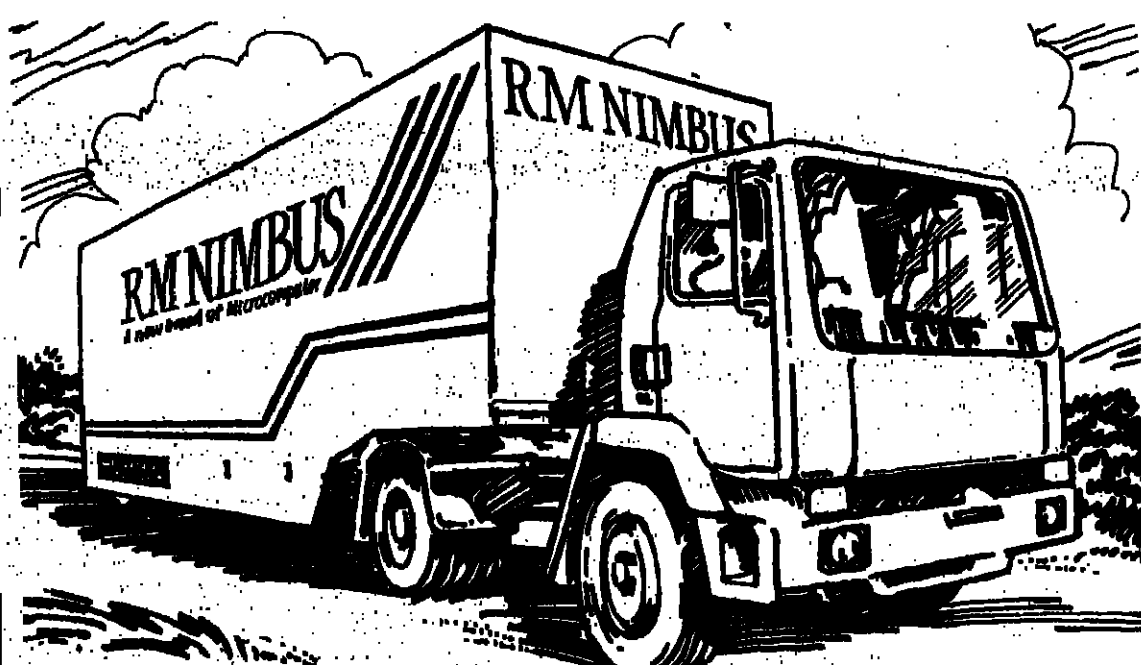
This could lead to university places only being available to those who can afford them, the letter says, and asks that parents and guardians lobby their MPs.

Professor Holliday said the letter had been prompted by the Government's announcement last November that a consultation document on student support was not to be published.

"We've suffered in silence for a long time. To find there was to be no review was the last straw."

The kind of parents who were finding it a struggle to support their student sons and daughters were the families that might appear, on paper, to have a considerable residual income, Professor Holliday said, but who were perhaps supporting more than one child in higher education and maybe had elderly parents to support as well.

Durham University was considered a relatively rich university, he said, "but in the last couple of months I've had three, or four students coming to me with very real financial problems."



COMING YOUR WAY: THE RM NIMBUS ROADSHOW

You know about Nimbus, the advanced 16-bit micro-computer from Research Machines. Now here's your chance to test Nimbus for yourself, hands-on.

In our mobile roadshow, you can put the Nimbus network through its paces.

Discuss your own computing needs with experienced staff. Hear about the wide range of software deals on offer to education. Make your own price/performance comparisons. And discover for yourself why Nimbus is the natural choice for education.

During the Nimbus Roadshow, three demonstrations will be held daily, 11am-1pm, 1.30-3.30pm, 4-6pm. All bona fide educationalists are welcome.

To reserve your place, phone Sheila Lester on Oxford (0865) 249866.

RM NIMBUS ROADSHOW ITINERARY, FEB-MAR 1986

NEWCASTLE-UPON-TYNE Mon. 24 February LEEDS Tues. 25 February DERBY Wed. 26 February MANCHESTER Thurs. 27 February LIVERPOOL Fri. 28 February WOLVERHAMPTON Mon. 3 March LITCHESTER Tues. 4 March CAMBRIDGE Wed. 5 March CHELMSFORD Thurs. 6 March ROMFORD Fri. 7 March	ENFIELD Mon. 10 March CROYDON Tues. 11 March BRIGHTON Wed. 12 March GUILDFORD Thurs. 13 March SOUTHAMPTON Fri. 14 March EXETER Mon. 17 March BRISTOL Tues. 18 March CARDIFF Wed. 19 March SWANSEA Thurs. 20 March CHELTENHAM Fri. 21 March
---	---



USING COMPUTERS IN THE INFANT CLASSROOM

Gillian Wright and Ann Phillips teach the Reception Class and Middle Infants at Homer First School, Windsor. They were both trained in the 1950's and returned to teaching after having their families. They both feel that they are prime candidates for "in-service" training and believe it enables them to guide the children to be well informed for the new technology ahead.

"I am pleased to inform you that a place has been reserved, etc. etc." We agreed with trepidation to attend the course for Computers in the Infant Classroom. We already had a computer at school, but with tape cassettes. Although moderately interested, we were not particularly enthusiastic about it. If only we did not have to spend ten minutes loading 'the beast'. All this was to change: within twenty-four hours of the first day of the course we had a new disc drive at school and were eagerly talking about 'formatting floppy discs'.

The two-day course was composed of demonstrations of recently published programs, given to us free of charge; 'hands on' use of the computer; a discussion group, and a very helpful session on software. Because it was a day-long course we felt fresh to assimilate new techniques and we gained confidence by using the programs ourselves. The first revelation was the ease with which a floppy disc could be put on and quickly changed during the course of the day. We also discovered how difficult it must be for little children to learn new skills.

The phrase 'learning through experience' was never more true than when tackling our homework! The panic telephone calls to each other were very supportive. Making the same mistakes and correcting them together was so reassuring. Mrs Blake, one of our lecturers, waited at the end of the telephone and

gave instructions on how to 'boot up' the computer when frustration set in. We sat at the computer doggedly driving each other on to new peaks - frequently dissolving into laughter. This lasted well into the evening, defying all NUT sanctions! There we sat, trying out our new experiences and slowly making progress. The data we collected for the program ourselves was rather time-consuming. We were frustrated to realise that all the information had not been 'saved' on to an empty disc; this was because we did not know the correct command for 'copy' or 'merge'. This was soon remedied on the second day of the course when we were given a short talk on useful commands. Consequently the notes we took in a small school exercise book are used more than the computer manual!

We felt more at ease on the second day and exchanged the experiences we had in the classroom. All had discovered that the keyboard skills needed were simple. We had all used the programs in various ways and obtained many different results. We realised that children came to conclusions in a variety of ways. Not always the fluent readers got the best results. One comment was "That ain't the right way to spell it!" This we heard from a tape recording made by a teacher using one of the course programs. This tape also recorded the discussion and co-operation between the children, using their logic and reasoning powers. We also resolved

teaching A-level in a subject area new to many of them has to make some assumptions about their abilities and prior knowledge. For some there was quite a leap to the new material while for others knowledge and experience of at least part of the course gave a reassuring boost to morale. The backgrounds varied considerably: a few 'straight' physics teachers with many years of experience; graduates in chemistry, education, mathematics, engineering; some, particularly CDT teachers, with significant industrial experience. Even for those with degrees in electronics, much of the content of the *Electronic Systems and Electronics* syllabus was new, and the underlying philosophy of practical experiential learning provided many opportunities for exploring new aspects of this rapidly expanding subject.

One of the distinguishing factors of these A-levels, and one which attracts both students and teachers is the importance given to assessed practical and project work. This consequent anxiety amongst science teachers, less used to open ended creative projects was alleviated to some extent by the course, but still formed a major topic of conversation throughout the week. With three parallel courses, 'Introductory', 'Digital' and 'Communications' each running for 12 hours a day the complete resources of the MEP ECT Domain were fully utilised, with additional lectures from members of the University of Southampton's Department of Electronics and Information Engineering, Haverhill Polytechnic, University of Sussex and from the nearby IBA Engineering base.

At least on Wednesday afternoon we were allowed out to go on an industrial visit organised by our hosts, The South-east Science and Technology Forum.

For many of the fifty people on the course, this was going back to being a student for the first time for many years; not much had changed, except perhaps mixed halves of residence! A series of courses aiming to bring teachers up to the level of confidence with



not have preconceived ideas. Programs that we, as adults, sometimes found tedious, turned out to be stimulating and exciting as far as the children were concerned. The infants had succeeded where we had failed; but, of course, we have years of rubbish programmed into our 'floppy disc' brains!

We discovered how to widen the scope of the programs to aid the development of the children's work and concluded that the computer is used best as a tool for study. The course has enabled us to evaluate the children's use of the software.

Too often educational courses are indifferent and do little to help the teacher in the classroom. This course stimulated us to help the children in our care, gave us practical help and was fun! We were able to convey our enthusiasm to other members of our staff and demonstrate all we had learnt. They tried the programs and expressed a need to build on the knowledge already gained, by attending a future course.

It was especially pleasing to have practising teachers helping us. Our lecturers, Maureen Blake, Denby Richards and Dave Griffiths are to be thanked for such an enlightening course and we feel we are fortunate to have such practical and friendly advice.

Since Christmas two other members of our staff have started the two-day course. Within twenty-four hours of their first day we had a printer in school. The whole staff, including our gallant secretary, read the instructions for assembling the monster and piece by piece we achieved it. We followed the program *Writer* which we had obtained from the course, typed in some text, arrived at the command 'Switch on the printer' but that's another challenge... HELP!

The future provision of in-service education will, of course, depend on the availability of resources. It is difficult to see how any local authority can provide adequate courses without a centre con-

Hampshire is an area with a good number of electronics industry research centres for national and multinational companies. It was somewhat daunting to see how the other half lived.

The vast amount of preparation that had gone into the courses was obvious, and they can be seen as the culmination of the MEP development work carried on over the past five years. The authoritative grasp that the MEP tutors had at their fingertips, together with their sensitivity to our individual needs, combined to create an informal but highly effective teaching atmosphere.

We staggered home with sheaves of teaching material and even had the satisfaction of taking away an electronic device that had been constructed during the week. In my position as a teacher with a limited budget with which to equip the department (it was particularly useful to be able to work on and evaluate some of the different types of teaching board specially developed for the A-level syllabuses).

Those familiar with MFA (Incidentally, still of considerable use at 16+ and A-level) will know the quality to expect, with the potentially very useful option of making up the Peel College Boards from very low cost materials.

The informal time on residential courses is always of great value and this was no exception. Teaching a 'new' subject can be a very lonely experience, so meeting teachers from all over the country in the same position is reassuring. Furthermore the blend of teachers new to

TRAINING TEACHERS TO MAKE USE OF COMPUTERS

It is a paradox that the very success of introducing computers into schools has caused great problems for teacher trainers. The computer has been seen to exert a powerful influence on the curriculum, particularly in primary schools, and many teachers are now aware that the computer can have a great deal to offer their teaching.

With that growing awareness has come a rising demand for in-service training, both from computer specialists who need to keep abreast of new developments, and from other teachers who are keen to discuss the implications of the computer for their own teaching.

Spurred on by the requirements of the *Micros in Schools* schemes, all local authorities have mounted introductory courses for their teachers. Some have accepted the challenge willingly, and so the courses have also to provide a substantial element of basic computer familiarisation.

I suggest, however, that it will not be too long before there is a 'critical mass' of teachers with a basic computer awareness. At this stage most schools will have sufficient trained staff to ensure that other colleagues can be given an introduction to computer use within the school.

We can then expect the role of specialist computer courses to decline as relevant problems are simply included in other subject-based courses whenever they are appropriate. There will, however, continue to be a need for some courses designed to help teachers to get the best out of powerful, open-ended programs such as databases and local viewdata systems.

In primary education the computer is already established as a curriculum tool, and courses have moved towards emphasising aspects of the primary curriculum, instead of the computer itself. Although the tutors have an important input to make to these courses, the course members themselves have a great deal to contribute; often the most valuable feature of a course is the opportunity that it provides for teachers themselves to discuss their use of particular programs. Good practice, after all, develops in the classroom, and it is teachers who are the real experts in judging the success of their ideas.

Whilst we can expect these central courses to continue, it seems likely that increasingly, the trainers will also move into schools, where they can work with groups of staff, and help in the development of whole-school policies for computer use.

In the last five years it is teachers who have been responsible for the success of computers in education. Future in-service provision must harness the skills and abilities of practising teachers, by giving them time and space to develop their ideas, and by providing opportunities for their achievements to be disseminated more widely.

Colin Manson is general adviser (computer-related education) for Berkshire education authority.

taining a suite of 10 or so computers, to provide a necessary element of 'hands-on' experience. It is difficult, too, to envisage how an lea can support teachers without a specialist adviser or advisory teacher - indeed, in such a growing and developing area, a specialist adviser assisted by advisory teachers for primary and secondary education is essential for all but the smallest authorities.

But what of future developments? I have already suggested that there is an increasing emphasis on courses which concentrate on the curriculum rather than the computer. In secondary education there are, at least, sufficient good programs to justify running courses for, say, English or science teachers. In many cases the teachers attending these courses have little experience of using computers, and so the courses have also to provide a substantial element of basic computer familiarisation.

I suggest, however, that it will not be too long before there is a 'critical mass' of teachers with a basic computer awareness. At this stage most schools will have sufficient trained staff to ensure that other colleagues can be given an introduction to computer use within the school.

We can then expect the role of specialist computer courses to decline as relevant problems are simply included in other subject-based courses whenever they are appropriate. There will, however, continue to be a need for some courses designed to help teachers to get the best out of powerful, open-ended programs such as databases and local viewdata systems.

In primary education the computer is already established as a curriculum tool, and courses have moved towards emphasising aspects of the primary curriculum, instead of the computer itself. Although the tutors have an important input to make to these courses, the course members themselves have a great deal to contribute; often the most valuable feature of a course is the opportunity that it provides for teachers themselves to discuss their use of particular programs. Good practice, after all, develops in the classroom, and it is teachers who are the real experts in judging the success of their ideas.

Whilst we can expect these central courses to continue, it seems likely that increasingly, the trainers will also move into schools, where they can work with groups of staff, and help in the development of whole-school policies for computer use.

In the last five years it is teachers who have been responsible for the success of computers in education. Future in-service provision must harness the skills and abilities of practising teachers, by giving them time and space to develop their ideas, and by providing opportunities for their achievements to be disseminated more widely.

Colin Manson is general adviser (computer-related education) for Berkshire education authority.

the subject with those having some years of experience gave me a valuable chance to ally some of my fears about the 'nuts and bolts' of planning a teaching programme. Prior to this course I had received a small amount of INSET in the teaching of Electronics which was proving adequate for taking a group of students through to 'O'-level. However I would have felt very insecure about meeting student demand for 'A'-level without the MEP course.

The demand for such high level courses can do nothing but expand, and by concentrating the resources of MEP (or what follows) on residential courses does at least mean that a national standard can be achieved. Those of us who have adopted Electronics Courses to CCE will be particularly important clients as these build up to 'A'-level. It is to meet this anticipated level that further courses will run at Southampton in April, July, September and December 1986, March and July 1987.

Five days of a course can be shattering but the comments of colleagues the next Monday, "Nice rest (huh)" certainly bring one down to earth.

Steve Evans is Head of Science and Technology at Purbrook Park School, Portsmouth, Hampshire.

Further details of future courses can be obtained from Paul Barnes, Southern Science and Technology Forum, University of Southampton, Southampton SO9 5NH (0703 553404) (TNS YN036).

Electronics INSET - a new way -

Last March the MEP Electronics and Control Technology Domain team under the leadership of Graham Bevis ran a national INSET course for teachers of A level Electronics in conjunction with the local SATRO, the Southern Science & Technology Forum at Southampton University.

For many of the fifty people on the course, this was going back to being a student for the first time for many years; not much had changed, except perhaps mixed halves of residence! A series of courses aiming to bring teachers up to the level of confidence with

March deadline for computer offer

A letter sent out on Wednesday to all chief education officers and computer advisers, from Dr Eric Bates, head of the DTI's industry education unit, said I.e.a.s had until March 7 to apply

The DTI has already funded computer hardware and software in schools. This latest move will enable schools to make use of the expanding possibilities of electronic communications by giv-

Two educational databases, The Times Network and Prestel Educational Services, are making discount offers to schools to coincide with the scheme.

Schools will also be able to make use of a new database being launched by the DTI later in the year – NERIS, the National Educational Resource Information Service. Maths, science and geography will be the first curriculum

The DTI is paying the full cost of the modems. Two are on offer, Tandata TM512 and DACOM 2123AD, at a cost of about £105 per school.

However a hidden cost of equipment is that schools could find their phone bills rocketing.

Bullock re-affirms need for parental involvement

Lord Bullock believed that recent violence in some groups had been due as much to frustration in not being able

begun to exploit the richness of multilingualism in schools, last year's Swann Report not going even as far as Bullock towards this.

Up to now HMI has visited university departments of education purely at their invitation and completed reports have been confidential to each department.

The Inspectorate does have the right to inspect and publish reports on extra-mural departments. According to the CVCP, the last such report was on Leicester University two years ago. Under the committee's proposals

So far HMI has visited some 60 institutions as part of its major inquiry into teacher training across the binary divide. Some 30 reports on colleges and polytechnics have been published, a number of which have been fairly critical.

All reports, whether on public sector or university teacher training, are taken into account by the Council for the Accreditation of Teacher Education in its exercise on the approval of courses.

Vice chancellors believe that publication would show universities have nothing to hide - *THES*.

Universities urged to publish HMI reports

A black and white portrait of a woman with dark hair, looking directly at the camera. She is wearing a dark, patterned jacket or sweater. The image is grainy and has a high-contrast, somewhat stark appearance.

She has a first class degree in English, and a BLitt from Oxford, and is currently editing an anthology of poems about women designed to be used in the mixed classroom.

Holland Park was London's first purpose-built comprehensive school and has often been at the forefront of educational controversy and change. Ms Pringle replaces Dr Derek Bushworth, who retired at Christmas after 15 years at the school. Dr Bushworth is writing a book about his time at Holland Park.

*If your pupils
write to
someone famous,
your school
could win £350!*

National second prize: £125 and £100 for the school. National third prize: £50 and £50 for the school. Closing date for entries: 29 March 1986.

The Post Office

YOU'LL FIND ALL THE
DETAILS IN THIS FREE LEAFLET
IT'S AT YOUR NEAREST
POST OFFICE NOW!

Two exam groups could keep GCE

Two out of the five GCSE examining groups have said they could continue to offer old-style GCE and CSE examinations in 1988 when the 16-plus exam is supposed to be first taken.

The London and East Anglian Group and the Welsh Joint Education Committee, which are both urging Sir Keith Joseph to postpone the GCSE, said they had not yet reached the point of no return in preparations for the GCSE.

Mr Mel Jones, the examinations secretary for the WJEC, said the committee could carry forward a mixture of joint GCE/CSE exams and separate O levels and CSE to 1988.

But he added that it would be better to postpone the GCSE for a year than to have a "confusing" mixture of the old exams and the GCSE, as the National Association of Head Teachers has proposed.

The University of London Board is convinced it would have no difficulty continuing to run some O levels until at least 1989. It has already agreed to continue with O level for overseas candidates, and to make a limited number of O level courses available for private candidates taking correspondence courses.

The London Board and one of its partners in the LEAG, the London Regional Examining Board, have also said they could put on joint GCE/CSE exams in 1988, although they would need to know whether schools wanted the old exams by May this year. O level examiners are commissioned two years before the exam actually takes place.

The third partner in the LEAG, the East Anglian Examinations Board, thinks it could continue to run CSE exams in 1988.

A mixture of GCSE and old-style exams should be available in 1988 and 1989, if candidates are not to be "seriously disadvantaged", according to the National Association of Head Teachers. The association has suggested that pupils could be entered for GCSE if head teachers decide that their

teachers had received adequate training, they had adequate resources and schools were able to make the "complex organizational changes" needed.

Mr David Hart, the NAHT general secretary, said the proposal was "the only realistic way out of the current impasse, which threatens to do irreparable harm to thousands of jobless people."

Meanwhile, the Assistant Masters' and Mistresses' Association and ILEA have joined the growing chorus of organizations pressing Sir Keith to postpone the GCSE.

Miss Joyce Baird, AMAA's general secretary, has written to Keith Joseph: "If the arrangements which the Government is considering backfire, notwithstanding all the warnings we and others have voiced, members will deeply resent any suggestion that it was their fault."

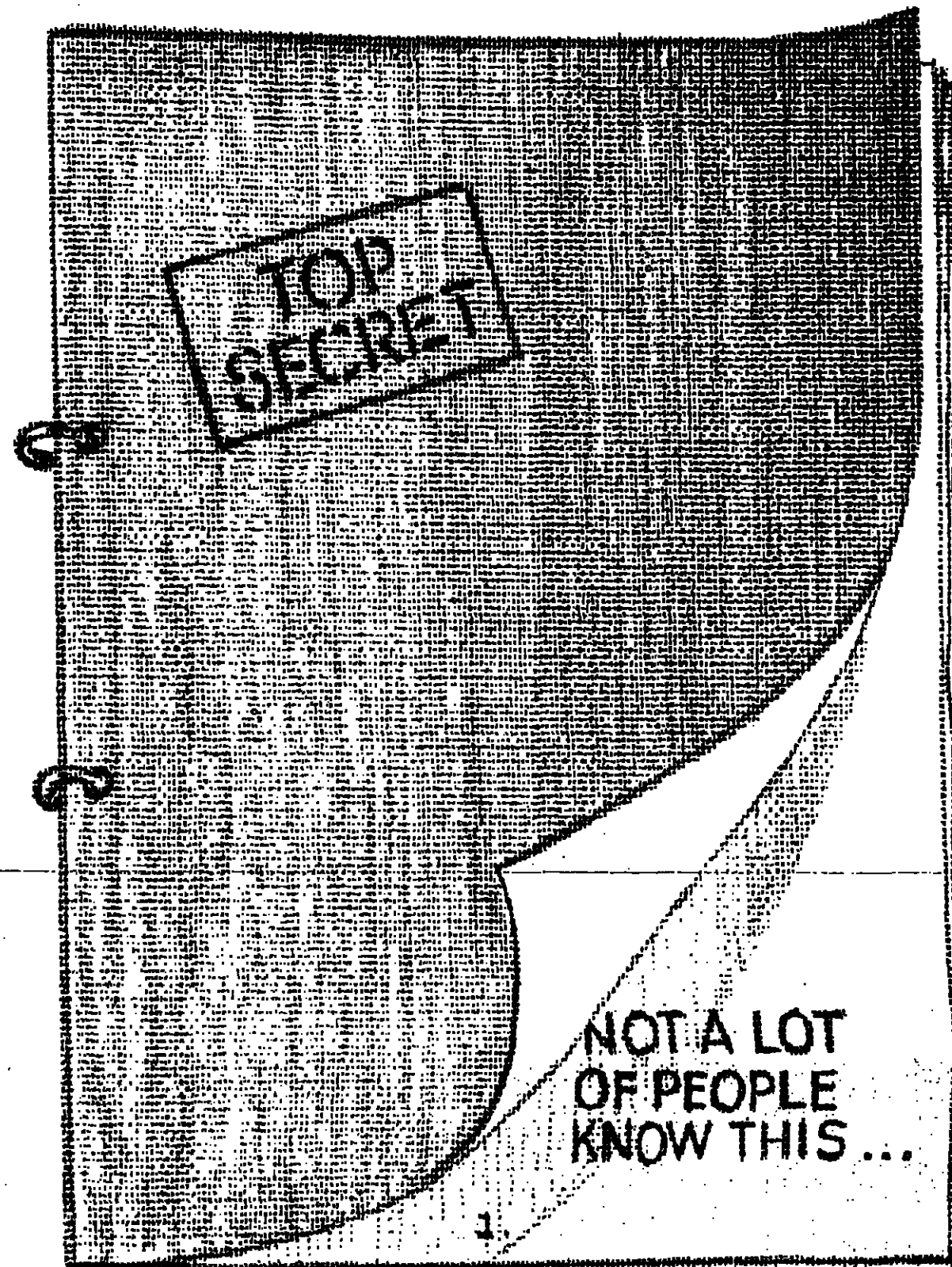
AMMA has asked Sir Keith W. schools at least two days to teachers to be trained in the assessment techniques for GCSE.

Mr Barrie Stead, chair of the Schools' Sub-committee has also written to the Education secretary asking for the GCSE to be deferred for a year.

Council is anxious to reassure those that the GCSE can go ahead as planned. About 76 syllabuses have now been approved by the SEC, of them subject to "minor amendments". Eighty more will be approved during the next few weeks and 40 more yet to reach the council.

The preparation for the GCSE is "more than sufficient" to allow courses to start in September 1986, Sir Wilfred Cockcroft the chairman, believes.

● A picket to protest at the introduction of a GCSE exam in September mounted at Stranmillis College, Belfast, by the NAS/UWT which is one of the GCSE training councils, began on Monday.



The training is good, solid and practical, and in most cases will count towards the trainee's apprenticeship.

**Careers Advisory Service,
Construction Industry
Training Board,
Bircham Newton, Nr. King's Lynn,
Norfolk PE31 6RH.**

CITB

Construction Industry Training Board
Two Year Training Scheme

REAL TRAINING • REAL SKILLS • REAL JOBS

PRIMARY

Sarah Bayliss reports from the House of Commons on the latest evidence given to the Select Committee investigating primary education while Gillian Macdonald sifts through written evidence given to MPs by the BBC

BBC urges more training on use of broadcasts

Primary teachers are insufficiently trained to use schools programmes effectively, the BBC has said in its evidence to the Commons Select Committee on Education to be published next month.

The corporation maintained that, with declining rolls and fewer specialist teachers in primary schools, programmes could offer particular help to non-specialists, in maths, science and music.

It added that where nursery education was unavailable, the value of broadcasts to help parents at home was increased.

Miss Sheila Innes, controller of BBC Education, said members of the select committee had visited the corporation to discuss the provision of educational broadcasting for primary school children. The talks were instigated by Mr Roger Sims, Conservative MP for Chislehurst and a member of the committee. On a previous visit to the BBC, he said he was "sufficiently impressed" with output that he felt the select committee ought to see what was being done.

Consequently, he and committee members Mr Harry Greenway, Conservative member for Ealing North and an ex-deputy headteacher, and Mr Jim Callaghan, Labour MP for Heywood and Middleton, were invited to see "what facilities the BBC offered".

They were told of its plans to increase media education programmes for primary and secondary classes, to provide more kits and multi-media packages in technology and design, and by 1988 to offer some form of science education for all age groups from infants to adults.

The area which concerned the BBC and committee members equally was training in the use of educational broadcasts. To the corporation, it was their weakest link. However much it tried to support programmes with notes for the teachers or individual broadcasts on how to use a series, they were "never truly trained".

Mr Sims said: "There is a need for teacher training courses to include within their syllabus ways of using broadcast materials."

The BBC's written submission should be published next month, said Mr Jim Hastings, clerk to the select committee.

The head of educational services for the Independent Broadcasting Authority, Dr Robin Moss, said it had not been approached by the committee but was actively considering evidence to submit.

Inspectors find criteria hard to apply

Teacher training courses which have won good marks for quality from HMI have, at the same time, failed to meet controversial criteria set out in a Government circular.

Giving evidence to the Commons Select Committee on Education this week, Mrs Pauline Perry, chief HMI with special responsibility for teacher training, told MPs: "We have encountered examples where it was difficult to apply the criteria. And yet we were happy that the courses were preparing students adequately for the job of primary teaching and were satisfying the students' needs."

Mrs Perry gave the example of courses which were "heavily school-based", the "quantitative nature" of the criteria (which for example required 100 hours of studying maths and language) made these courses particularly difficult to assess. "That's not to say the criteria are wrong," she added.

Mrs Perry also said that HMI had not yet found a course which fitted the criteria and at the same time was judged to be "a bad course".

Written evidence from HMI emphasized that their judgements were not confined to the criteria set out in Circular 3/84. "HMI must report on the totality of what they see... It is possible that courses judged good by HMI may not precisely satisfy all the CATE criteria and that courses which appear to meet the criteria are still judged to be of high quality."

Mrs Perry agreed with MPs that some criteria had caused considerable anxiety in the training world. The criterion that required recent and relevant experience of teaching meant that tutors could no longer rely on 10-year-old memories of the classroom. But "splendid efforts" were being made to bring them up to date.

Anxiety about the requirement for two years of "subject studies" on four-year BEd courses were based on "misinterpretations", she said. To meet the developing needs of primary schools, she believed it was important that intending teachers should have studied an area in depth and at a more intellectual level than the six or seven other subjects which made up the primary curriculum.

When a "subject area" was dealt with properly it became the medium through which students learned and applied a great deal of pedagogic knowledge. The study was not meant to be an "isolated academic exercise" but one which must include the ap-

plication of the subject to young children learning.

Mr Jim Rose, the newly appointed chief HMI for primary education, said children in primary schools were "paving the way forward" by making heavier intellectual demands on their teachers. In science, for example, children's understanding of concepts and their practical application was "surprising us all the time".

In these circumstances it was becoming an "almost insurmountable task" for a teacher to carry all aspects of the curriculum and meet all the children's demands. In many schools he had observed that teachers were sharing their expertise and strengths very well. The idea of subject consultants was now a "rich vein" running through many schools.

HMI found one of the "great disappointments" of the current educational scene was the lack of proper induction for probationary teachers. Ideally they should have a lighter timetable, pastoral support from an experienced colleague and appreciation by the school of their training.

Covering the primary curriculum should not be achieved by amalgamating small rural primary schools but should be done by increasing numbers of peripatetic staff, according to Mr Phil Mantle, a member of the NUT executive, who gave evidence to MPs this week.

Mr Mantle, head of Greenhill primary school in Gillingham, Wales, said it was not uncommon to find music teachers travelling between isolated schools but it would be useful to have travelling science teachers and others. "Let's transport the teachers but not young children," he said.

Parents who lived in country areas must "look with trepidation" when their young children left home in the early morning as snow fell and wonder if they would see them that same evening.

Mr Peter Griffin, past president of the NUT and head of Windsor Clive junior school in Cardiff, said in the past it was not uncommon for children to walk three miles to school but it was no longer safe to do so. "They're walking three very different miles today."

Mr Griffin made a strong plea that MPs recommended a "built-in entitlement" to non-contact time for primary teachers. They needed time away from their classes to do vital curriculum development work.



Conditions at Brackenbury School have been a public issue for more than three years.

Big freeze spotlights school's poor conditions

Freezing weather in the West Country has added fuel to a parents' campaign for rebuilding their local infants school.

As soon as the temperature drops, the 104 children at Brackenbury infants' on Portland Bill, have to abandon outside lavatories and use four inside. The playground, which is on a steep incline, is also unusable when snow has fallen.

At a public meeting last month parents urged the local authority to replace the school, built in 1846, and called for a health inspection. There is evidence that a new building was called for as long ago as 1948.

Mrs Rosemary Smeaton, mother of three and a parent governor, said parents were taking legal advice and would meet again next month to plan their next step.

A spokesman from Dorset confirmed that the county had been unable to replace any old school buildings for eight years and that Brackenbury was equal second on the priority list for replacements.

"We've got a list as long as your arm of primary and secondary schools that need new buildings but our resources are severely limited."

He said the Government control on capital spending for 1986-87 was 30 per cent lower than in 1985-86 and that the £34 million allocation would be "gobbled up" by a new secondary school for Poole and the second building phase of a new art college.

Dorset has earmarked a suitable site for rebuilding Brackenbury but has not yet on the market. In any case building could not begin this year.

Midlands 'new blood' plan promises 30 jobs

Young primary teachers with potential for leadership are to be recruited by a Midlands authority under a "new blood" appointments scheme, writes Sarah Bayliss.

Staffordshire hopes to appoint up to 30 newly-qualified teachers in the next year, according to a plan revealed last week.

"Children in many primary schools have not seen a teacher aged under 30 for years," said Mr Alan O'Donnell, Staffordshire's deputy chief education officer, explaining the motivation behind the scheme.

He said the authority was acutely aware that the recruitment of probationary teachers had ground to a halt over the past five years and that there was an urgent need for "new blood". An analysis of the age profile of primary staff had shown that 74 per cent was in the 30-49 age range while less than 9 per cent was under 30.

The overriding concern was that in 10 to 15 years' time the county would have too few experienced primary staff to draw on for senior posts and "headships when the present holders retired".

Mr Roger Wright, chairman of the schools subcommittee, said: "Quite clearly unless we take action now we will be in serious difficulties in the future when it comes to leadership in schools."

He hoped that around 30 young teachers would be appointed in the scheme's first phase. They must have qualified in the last five years. Their posts will have been vacated by teachers over 50 who are being offered up to three years' enhanced pension rights. As a result Staffordshire claims it has devised a "job creation" and a "job release" scheme rolled into one.

The "new blood" scheme will save money in the way that the voluntary redundancy scheme has, according to Mr Bob Cant, Labour's spokesman of education. But it must be even.

Staffordshire is not the first authority to start a "new blood" scheme. Cheshire has been running one for several years. It is more generous than Staffordshire's, since it offers up to 10 years' maximum enhancement to departing teachers.

Mr Neil Fitton, Cheshire's director of education, told The Times: "I believe there's an authority in every country which hasn't got a decent age profile to its teaching force. The age profile of its teachers under the age of 25 and even under the age of 30 is very low."

He said nine vacancies had been filled by new blood recruits in the year and the scheme was being proposed in next year's budget.

Up to 20% off your car insurance. Why you've driven us to it.



London and Edinburgh appreciate that teachers are likely to drive more carefully than the average motorist.

And we've decided it's only fair that you should pay much lower premiums.

That is why we've now introduced Teachers Motor Cover: a special low-cost motor insurance policy exclusively for teachers.

Cut your premiums by up to 20%.

No matter what kind of cover you want, we think you'll find that Teachers Motor Cover can cut your current motor insurance premiums.

And, if your wife or husband has a separate motor policy, they qualify for a similar discount on premiums, too.

A policy that gives the maximum benefits.

As one of Britain's largest motor insurance companies, we can offer you much more than reduced premiums.

A protected no-claims bonus is available, for instance.

An extra discount if you drive an older car, or for specifying a voluntary excess.

Also, you can pay your premiums annually, by instalments, or by credit card.

And if you do ever have to make a claim, you'll find that we respond fast and sympathetically.

Today's quotation is valid for at least six months.

To see just how much we can reduce your insurance premiums, ask us for a Motor Cover quotation now.

Just post the coupon.

There's absolutely no obligation. And we guarantee that the premium we quote you will remain valid for at least six months.

Teachers Motor Cover

(Applies to Gt. Britain, excluding N. Ireland.)

ADDITIONAL DRIVER DETAILS.

NAME	AGE	OCCUPATION

Please supply details on a separate sheet, if you or any person likely to drive has a) any disability or infirmity, b) any motoring conviction within the last five years, or any accident within the last three years, c) held a full licence for less than twelve months.

 **London and Edinburgh Insurance Company Limited**

THE WARREN, WORTHING, WEST SUSSEX BN14 9QD.

Bring the eight universities under the Scottish Office...

Close three colleges of education...

These are only two of the twenty-three recommendations in the report of the **Scottish Tertiary Education Advisory Council**

The TESS has produced a single-sheet summary of the report. It is available, price 25p, from the **Times Educational Supplement Scotland**, 56 Hanover Street, Edinburgh EH2 2DZ.

Birmingham cash bonus

A £125,000 windfall to primary schools in Birmingham will buy new books, equipment and materials.

The bonus, which is going to heads immediately after the half-term break, has come unexpectedly from central government as the city's financial year closes.

Mr John Charlton, chairman of Birmingham's policy and finance subcommittee for education, said: "This extra money is intended to help primary schools at a time of year when, traditionally, they tend to run very short of funds."

Headteachers will be free to choose how they spend the cash which will average around £370 for each of the city's 335 schools.

Primary Index
Books in class and children's literature 27

A sharp decline in promotion prospects for teachers is highlighted in new statistics released by the Government

Slump in department head vacancies

by Biddy Passmore

Vacancies for secondary heads of department fell by more than a quarter in 1984-85 to the lowest level since figures have been collected.

New Government statistics show that the number of vacancies for heads of department stayed at around 400 between 1979 and 1984, but then plummeted to 317 the following year.

Overall, however, the number of secondary jobs on offer in state schools in England and Wales rose by 5 per cent from 1,947 to 2,035 in 1984-85.

The main increases were in languages (from 126 to 175), physical education (from 106 to 129) and biology (from 48 to 68).

But there was decreasing demand in some subjects, notably English (from 207 to 175), craft design and technolo-

Teacher vacancies: maintained secondary schools (including middle deemed secondary), 1979 to 1985

Index Numbers	Index of vacancies (January 1979 = 100)					
	1979	1980	1981	1982	1983	1984
Scale 1-4 posts (excluding Heads of Department)	100	130	78	59	65	64
Heads of Department or above	100	100	87	107	105	107
Total	100	128	78	65	71	70

gy (from 182 to 159), and remedial (from 71 to 57). The number of teachers in maintained nursery, primary and secondary schools has fallen by 35,600 since the peak of 1979.

The figures show there were 405,300 teachers in January 1985, 5,300 fewer

than a year earlier. More than four out of five of the teachers lost during the year were from secondary schools.

The inner London Education Authority alone lost 700, equal to 3.5 per cent of its teaching force.

It therefore shed more teaching jobs

from colleges and institutes of higher education, and 14 per cent of polytechnic graduates.

Overall, 54 per cent of graduates entered permanent home employment, and about 25 per cent entered further education or training.

Subject choice had a significant impact on job prospects. Only 2 per cent of pharmacy/pharmacology graduates were still unemployed six months after graduating, compared with 22 per cent of zoology graduates.

Unemployment among new graduates in 1984 was at its lowest since 1980. Ten per cent of graduates were unemployed, compared with 12 per cent in the year before.

Figures released by the DES last week also show that the number of graduates has risen from 83,000 in 1979 to 98,000 in 1984.

University graduates were most successful in finding work. Only nine per cent of them were still looking for a job, compared with 12 per cent of students

than all the outer London boroughs put together (500, or 1.2 per cent). Metropolitan districts shed 1,200 (1.1 per cent of their teachers) and the English counties 2,900 (1.2 per cent). Meanwhile, 10,500 teachers took up their first full-time teaching jobs, either permanent or for at least one term, in the state schools of England and Wales. They included 8,400 who had completed initial training in the year ending in 1984. About a third of new appointments were at nursery or primary level.

Teachers in Service and Teacher Vacancies 1984-85. DES statistical bulletin 3/86, is available free from the department's Statistics Branch, Elizabeth House, York Road, London SE1 7PH.

However, graduates in law, physiology, botany, philosophy and zoology, who were actively looking for jobs as opposed to going on to further education or training, all had far more difficulty in finding jobs than graduates in architecture, education and engineering.

First Known Destination for First Degree Graduates 1979 to 1984, DES Statistical Bulletin 1/86

Hilary Wilce

Better links with firms urged by CAMPUS

Universities must find better ways of forming links with the outside world because attempts so far have been "capricious and scattered".

Professor Graham Ashworth, director of CAMPUS, the Campaign to Promote the University of Saltsford, told the Royal Society of Arts in London on Wednesday that his university had established a mechanism for highly-organized links with industry, commerce and the public services.

Through CAMPUS, the university had been able to establish long-term, high-level relationships with companies, to build links with schools, to encourage links with other higher education establishments, research associations and educational organizations.

It had done this by ensuring the university retained a high and favorable public profile, by giving real benefits to academics involved in liaison activities, and by making lecturerships and research studentships.

Yet for liaison to be properly and readily promoted there needed to be a fundamental shift in national attitudes, Professor Ashworth said.

Within the academic world, technological education needed to be given the same value as liberal education. "That nonsensical Victorian notion needs destroying and it will be done from within."

Health care boost

Colleges, polytechnics and universities involved in the training of health professionals are to be asked to launch a new range of courses aimed at improving in-service training.

A consortium of educational institutions with the Department of Education and Science and the Health Service Training Authority identify training needs.

The move is part of a £5 million project called Health Policy, endorsed jointly by the DES, the professional, industrial and commercial updating programme and NHSTA.



Team sport under fire: school sport governing bodies at the decline in team games and sporting fixtures between schools.

The problem has been intensifying since the profession's increasing concern that physical exercise might be related to the individual pupil's health.

The Inner London Education Authority is one of the most enthusiastic to adopt the anti-competitive stance.

Mr Alan Wright, in charge of sport at Holloway School for over 20 years, told *The TES* this week: "This year we entered the biggest school football tournament in London, which should have had hundreds of entries. There were teams getting to the quarter-finals without even playing a match."

They should have developed enough skill and confidence to release their "mentors" for days or even weeks of professional and curriculum development.

The students will continue to spend three days of every week in the school on the remaining two-thirds of their course, with their work planned jointly by their mentor and two tutors from the department. One will handle the curriculum and the teaching of their subject; the other general professional studies at the department will remain around the work in the schools.

Virginia Makins looks at Oxford's new PGCE course which aims to forge strong links with teachers

Interns mark shake-up in training

There will be no students at Oxford University's Department of Educational Studies from September 1987. Instead, there will be "interns".

The change of name marks a radical new shape for Oxford's Postgraduate Certificate in Education (PGCE) course. The balance of the course will be sharply tilted towards working with teachers - "mentors" in the new Oxford jargon - in secondary schools.

The scheme is an ingenious attempt to link initial and in-service training to the benefit of all sides - teachers, PGCE students, university tutors, and not least the pupils in the schools.

The schools taking part will be given some 10 "interns" for the whole PGCE year. They will come in pairs, with two for any one subject, and each pair will be given an experienced teacher as "mentor".

They will work full-time in the school for about one-third of the

ling areas such as special needs, pastoral work, gender, multi-ethnic education discipline and, assessment and profiling, will work with interns from one school, basing much of the work on what the department's director, Dr Harry Judge, has called "one rich case study".

The tutors will have the added advantage of getting to know well the school where their students are working, through close links with the students and the school's team of mentors - and often through teaching there themselves.

The system will replace a more conventional PGCE, where students go into schools for one day a week in their first term, spend the whole of the spring term on a long teaching practice, and then in the third term go back (often reluctantly) to work mainly in the department.

One spur for the new developments has been the success of the department's associate tutor scheme. Four associate tutors who are experienced teachers spend half the week as tutors in the department and half teaching in a school.

They have involved PGCE students in their school work in a variety of ways - running intensive days for pupils in a foreign language or a history topic, developing resources, working with individual pupils and small groups, or bringing a pair of students into the teaching of a whole course.

They have gained instant credibility with students and with schools, and are seen as an important link between practical teaching and the university department.

They will be closely involved in detailed development work on the new PGCE course next year, helped, it is hoped, by 12 teachers on full-time secondment as well as by full-time tutors from the department.

The department is concerned that the schools must have appropriate resources for the work with PGCE students, particularly time for the mentors to prepare for the work. It hopes the scheme will be built into Oxfordshire's in-service strategy under the new INSET arrangements after 1987.

But it also believes the scheme will offer schools more than the present system, where, Dr Judge believes, "schools receive little enough from us in return for what they contribute".

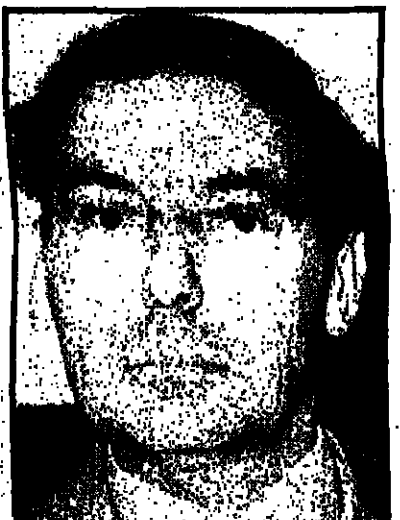
Ms Anna Pendry, the associate tutor who will co-ordinate the work of the development group next year, says: "As a classroom teacher, you gain an enormous amount by having two bright graduates working with you. They take up some time, but they also save you time and help the pupils to learn better."

"They're intelligent adults, and very useful, provided you make sensible use of them at the beginning and don't underestimate their inexperience. They can't teach a whole class to start with, but they can work with individuals and groups, help pupils with special needs and help to produce resources."

By the end of the course, she says, the students who have worked closely with her at Chawell School have developed real professionalism: "They see a job and get on with it in an appropriate way. They don't overdo it and take it too seriously."

The scheme was first proposed to schools last June, and more than enough have already shown interest in taking part in the scheme. Different schools will take part in different years: there is no intention to build a group of elite "training schools".

Improved job hopes for graduate class of '84



Bernard Williams... criticized marking

Philosophy exam riles dons

by Susannah Kirkman

A group of 22 philosophy dons has protested at the way last year's A level philosophy exam was marked by the Associated Examining Board.

In a letter to *The TES* this week (see page 20) the dons, including Professor Bernard Williams of Cambridge University, say that a marking scheme for philosophy should not be based on "ideal" answers "laid up in a chief examiner's mind".

The letter adds: "A good teacher is one who can learn from his pupils. Similarly, the good examiner must be prepared to learn from his candidates' scripts."

The dons' criticism of the AEB's marking system stems from complaints

by one of the board examiners, Mr David Finn, who resigned after accusing the board of unfairness and inflexibility (*TES* June 28, 1985).

Mr Finn showed one answer, which was awarded one mark out of 25 at a first examiners' meeting, to a London University lecturer in philosophy, who said it would have passed at degree level.

According to Mr Finn, candidates were penalized for discussing the premises on which questions were based, and for disagreeing with the philosophy behind them.

He considered that candidates deserved far higher marks; only 51 per cent of the candidates passed the

exam, which the AEB offered for the first time last year.

The dons say they would expect a good candidate to begin an answer with a reformulation of the question, and that credit should be given for trying alternative lines of argument, even if they differ from the chief examiner's.

But the AEB disagrees. Its secretary, Mr John Day, said: "We must provide marking schemes specified by the chief examiner in advance, for the guidance of assistant examiners. It is not correct to wait and see what the candidates have written before working out a marking scheme, although systems can always be adjusted."

Pupils' view of sport sparks non-competitive games row

by Bert Lodge

Most of the pupils interviewed in a survey preferred an alternative to team games as a means of keeping fit at school.

The results have fuelled the controversy between the "school team first" lobby and advocates of more pupil-centred physical activity. The survey was carried out by the Health and Physical Education project based at Loughborough University.

The project, funded for two years with a grant of £91,000 by the Health Education Council, aims to promote the role of health-based physical education in schools. It is directed by Mr Len Almond, a leading critic of the traditional emphasis on team games in schools.

Six large comprehensive schools in the West Midlands took part in the

survey which shows that eight out of 10 pupils of secondary age spend less than five minutes a day in vigorous activity. And of the 500 pupils interviewed, over half said they would prefer a physical activity other than games, which dominated PE in their schools.

This finding reinforces another aim of the project which is to counteract an over-concern for competitive activity both in lesson content and extra-curricular activities in secondary schools.

That was seen as deliberately provocative by the school sports lobby, led by the Central Council for Physical Recreation, when a deputation saw the Minister for Sport, Mr Richard Tracey, in December. Their spokesman, Mr Peter Lawson, the council's general secretary, expressed the



Team sport under fire: school sport governing bodies at the decline in team games and sporting fixtures between schools.

should deal openly with incidents of racial discrimination, and if schools removed quickly, racial symbols in clothes or bags should be forbidden. Heads should make a statement of school policy on race relations and they should try to employ more people from ethnic minority groups.

The NAHT document also gave advice on avoiding discrimination in school advertisements, personnel associations and employment.

Heads issue race bias document

The National Association of Head Teachers has issued a document on racial discrimination to its 24,000 members.

Mr David Hart, NAHT general secretary, said it supplemented advice sent out by some education authorities.

The NAHT document was a revised version of a memorandum the association issued in the wake of the 1976

Race Relations Act, he said. The new version includes details of the Code of Practice for eliminating racial discrimination and promoting equality of opportunity in employment. It also highlights the HMI document on good practice in schools.

Called *Race relations: a summary of discussions of meetings in five L.A.s*, the HMI paper identifies some aspects in schools which foster racial harmony. The Inspectorate says that schools

EDUCATION'S

Use your 1985 catalogue AND your 1986 supplement

Biggest
over 10,000 products in 15 comprehensive sections

Best

fast, efficient service, no quibble guarantee

over 500 new items

last term's prices held 7-day despatch

Offer valid on all equipment orders received by 31st March 1986

E J Arnold

Britain's leading educational supplier

E J Arnold & Son Limited, Parkside Lane, Dewsbury Road, Leeds LS11 5TD

Tel: 0532 772112.

Ruling to refund parent puts field study at risk

by Valentine Low

Residential field study courses are under threat as the result of a ruling by the Ombudsman that Wiltshire County Council should refund £95 to a parent.

Since October 1975 Wiltshire has had a policy of making parents pay for such courses, except in cases of hardship. It calculates that if all parents were reimbursed it could cost £600,000.

The issue is due to go before the schools subcommittee on Monday but the authority is currently seeking legal advice.

Mr Frederick Laws, the Ombudsman, said in his report: "One consequence of this finding might be that the council instructs headteachers that such residential field courses should no longer be organized as part of courses leading to the A level examination."

Wiltshire was found guilty of maladministration after Mrs Catherine Doody complained at having to pay £95 for her son James, aged 17, to attend a residential field studies course at St Joseph's, a Roman Catholic aided school in Swindon.

Mr Ivor Slocombe, Wiltshire's chief education officer, told the Ombudsman that the case turned on whether



Residential field courses: the Ombudsman hopes they will continue.

the residential course was an essential part of the curriculum, and therefore to be paid for by the I.E.A.

The school's head, Mr Stephen Williams, agreed with Mr Slocombe's interpretation that field work was essential, but the residential field studies course was not. The school had been sending pupils to the centre for the past 15 years, and he could not remember any pupil not taking part.

Financial help had been given "where appropriate" using school funds or money from a local charity.

Mr Laws ruled that the I.E.A. failed to discharge its duty under section 61 of the 1944 Education Act, and ordered that the money be reimbursed to Mrs Doody. It would, he added, be "unfortunate" if the ruling led to the abandonment of residential field courses.

Artists form new coalition to fight cuts

Arts educationists, desperately pressed by financial stringency, examination pressures and their own isolation, are to form a new confederation which could for the first time give them a united national voice.

A meeting to bring together more than 100 art organizations was called earlier this month by Malcolm Ross, lecturer in art education at Exeter University and author of *Art and the Adolescent*, in association with Bruce Archer, of the Royal College of Art, Simon Ritchie of the Gulbenkian Foundation, and a small steering committee.

Their joint fear is that current social, technological and economic pressures will inflict permanent damage on the arts and education.

Mr Ross said: "This is a prelude. By bringing together large sections of arts organizations they will develop muscle, energy and the authority to make an effective common response."

He intends that their voice shall be heard by all in authority, including Sir Keith Joseph, Secretary of State for Education, to whom he intends eventually to present a report and an invitation to address them. He sees that meeting as a confrontation between antagonists but as an opportunity for serious professional exchange.

Whether Sir Keith will see it that way is another matter, since Mr Ross also intends to mount an assault on the examination system as it applies to the arts.

In brief

Architects' boost

The Department of Education architects and building group is set again to be a separate body instead of coming under a postman team heading with Schools II - a decision in line with an independent report on its work.

OU care course

A new Open University course in caring for children and young people aimed at the 14,000 people who live in residential homes. Details are available from the OU at Walton Hall, Milton Keynes, MK7 6DH. Individual study packs cost £35 and group packs £130.

Moving on up

More than a third of Northern Ireland's 27,758 school-leavers in 1985 went on to further or higher education, a 22.2 per cent increase on the 1979-80 record, according to DES survey.

Industry prizes

Cheshire secondaries are being encouraged to compete for £7,000 money in an Industry Year competition to find schools which have adapted their teaching to help pupils meet "the challenges of employment in the world of industry and commerce."

Vandal survey

Schoolchildren in the north-east are asked their views on vandalism as part of a project to find ways of combating the problem. The survey is sponsored by the regional school security group.

Swimming along

Some 25,000 children learned to swim in a minimum of 25 metres last year as part of the Dolphin Trophy project which are sponsored by the British Bottlers of Coca-Cola and organized by the English Schools Swimming Association.

Music appeal

Birmingham Polytechnic's School of Music is inviting donations for its centenary appeal to fund the Adrian Boult Hall which completed a concert venue and recording studio in the next Parliamentary session.

Catered for

Nearly all students on City and Guilds craft catering courses find work within a year of qualifying, usually straight away - and 16 per cent went into management or supervisory posts, a survey by the Hotel and Catering Industry Training Board has discovered.

Push to offer vocational courses at O and A levels

Fresh confusion and uncertainty is developing over the form and assessment of vocational studies in the pre-16 secondary curriculum. While the Manpower Services Commission review body is sorting out the system of vocational qualifications for the over-16s, a new kind of duplication of courses and examinations is rapidly growing in the pre-16 secondary sector with the encouragement of the Commission.

The responsibility for ensuring a coherent range of academic and vocational courses lies with the Secondary Education Council, which is due to issue criteria for vocational studies in April.

But school examining bodies in various parts of the country are devising - and some already operating - new syllabuses for technical and vocational O and A levels as an alternative to the awards administered by BTEC and City and Guilds.

Much of the impetus for the school examining bodies' expansion into an area in which few of them have until now been involved is the result of the Technical and Vocational Education

Because many of the higher ability youngsters who could be expected to enter for O and A level exams are now taking TVEI practical courses, the boards are having to offer forms of these qualifications appropriate to TVEI courses. Most are based on modular syllabuses and practical assessments.

The situation was highlighted in a speech this week by Mr Bryan Nicholson, the MSC's chairman, in which he urged the boards and the local authorities for "actively working to extend the range of appropriate examination results on offer."

He mentioned the consortium of authorities who have been devising a modular GCSE to offer to the Northern Examining Association, and said that elsewhere "courses as diverse as technical graphics, theatre studies, and marine studies" had been developed for CSE, and O and A level.

Mr Nicholson said that the MSC was supporting work in a number of examining bodies to develop modular systems of certification and assessment in technical and vocational subjects.

In the north, admission tutors have been invited to join in planning and assessing TVEI courses. Mr Nicholson said it was "fundamental" that higher education was made aware of the

Carmel McQuaid on how sectarianism is allegedly encouraged by the youth job experience scheme

Ulster's divisions 'deepened by training'

The Northern Ireland Youth Training Programme, Ulster's version of the YTS, is blamed in a report this week for reinforcing divisions between Catholic and Protestant youngsters.

Bureaucratic sloth, it implies, is steering school-leavers into segregated schemes which perpetuate fear and hostility between the two communities.

A survey of 900 trainees carried out by the Northern Ireland Council for Educational Research has found that "administrative convenience" many of them are put into schemes according to the school from which they come - which means that the programme reproduces the division in the school system.

The researchers also make other major criticisms of the way the programme is being run, alleging the curriculum is "flimsy" and not enough is being done to ensure trainees get what they need.

The report says the programme could offer an opportunity for youngsters of different religious affiliations to get to know and respect each other, but any progress must depend on the decisiveness of those running it. It blames the programme's planners and designers for failing to understand the crucial role which could be played by social and life skills in equipping trainees to inform their opinions about the society in which they live.

The researchers recognize the difficulties that the programme's organizers - the Department of Economic Development - face in overcoming traditional attitudes: they report cases where youngsters walked out of a scheme where they were expected to attend classes with those from the other community or refused to take part in arrangements which meant sharing accommodation and facilities with other groups.

But the report says that the authorities must actively provide opportunities for the youngsters to learn and work together for the sake of the province's future.

It attributes the behaviour it describes to fear and insecurity, and points out that most youngsters choose a project because it is near home rather than for what it offers. But it suggests that this insecurity can be overcome, pointing to the example of those less



Northern Ireland: need for young to work together

able trainees who, after attending "mixed" preparatory courses, show no reluctance to move on to schemes further from home.

Among the researchers' recommendations are:

- "constructive measures" to help trainees overcome their misgivings about leaving their own districts;
- making certain skills and trades available only at particular centres;
- financial incentives, such as higher travel allowances;
- support and professional back-up for those tutors who "had crossed the religious/cultural divide and were ploughing what appeared to be lonely furrows in a sea of despond."

In their criticisms of the content of the training being offered, the researchers say the basis of the curriculum is "totally arbitrary" and flimsy, and there is no attempt to insist on a broad base for the courses.

In some centres, trainees are permitted to limit themselves to a single area of skills, so that most felt able to tackle only one type of occupation, rather than becoming part of a flexible workforce.

The researchers assert that, in general, trainees are being left with too much responsibility for their own development, with no effort being made to ensure that they acquire the particular skills they need.

Many of the youngsters with poor school records are free to opt out of literacy and numeracy tuition and only just over half of those questioned felt they had learned anything new from the education classes.

A Department of Economic Development spokesman said the report's recommendations were being studied.

Are They Being Served? a study of young people in the guaranteed year of the N.I. Youth Training Programme by Jean White, Rosemary Kilpatrick and Colin McIlhenny. The report is available from NICER Research Unit, 52 Malone Road, Belfast BT9 5BS. Price £3.

Careers Diary

Applying for a nursing school place was traditionally a tedious, hit and miss affair. Each institution had its own application form and it was never clear which schools were under-subscribed and which the most popular. So future applicants will be relieved to hear that a central clearing house has been set up.

Before deciding on any career, it is important to try to get some first-hand advice. Any aspiring nurses should contact the chief nursing officer at their local hospital to arrange a meeting and discussion before submitting an application.

Information is also available from the ENB Careers Advisory Centre, 26 Margaret Street, London W1N 7LB.

An application package is available from the Nurses Central Clearing House (NCCCH) at the above address. Candidates may choose up to six schools which are placed in groups of three.

There is no priority order in each group but applications will initially be processed by the three schools in the first one. Applicants are somewhat vaguely advised not to include more than one of the "famous" schools in each group - presumably those attached to the London teaching hospitals.

Candidates rejected by schools in the first group will automatically be passed on to the second. Applicants who have received an offer from the first group, however, may ask for their forms to be considered by the second group.

Candidates with six rejections will be referred to their local nursing counsellor who will review their applications and recommend a further selection of schools.

Currently, 15-year-olds taking O levels or CSE examinations this year should not submit an application until they are 17 (this should be done through the NCCCH), while 16-year-olds now in the lower sixth can apply through the NCCCH from September 1986.

Students who are at present 17 should apply in the normal way unless they are seeking a combined RGN/RSCN course.

Brian Heap

Courses

POSTGRADUATE DIPLOMA IN ENGLISH STUDIES (CNA)

FOR LANGUAGE TEACHING METHODOLOGY AND MATERIALS
A one year, full time course, Oct 1986 - June 1987 designed for teachers of English as a Foreign Language, to develop their professional skills and knowledge.

The course consists of five 6 week modules: Applied Linguistics for Language Teaching, English Language Teaching Methodology, Materials for English Language Teaching, Language Teaching in context, Optional Studies.

For further details apply: Admissions (Room 109) Ealing College of Higher Education, St Mary's Road, Ealing, London W5 6BR.

(0834)

Cambridge Business Studies Project

'Teaching GCSE Business Studies'

Tuesday 8 - Friday 11 April 1986

This course has been planned for those preparing to teach any one of the syllabuses which conform to the National Criteria for Business Studies and related courses of study in which there are substantial elements of Business Studies.

Fees:	Residential	Full:	£110
		Daily:	£36
	Non-Residential	Full:	£72
		Daily:	£23

Programme/Application forms from Mrs Dyer, 22 Nene Crescent, Oakham, Leics.

(0839)

Cambridge Business Studies Project

A Level Course at Oakham 1986

Monday 7 April - Saturday 12 April

An intensive combination of lectures seminars and workshops to cover the main syllabus area, teaching methods local history and structure, requirements/methods of examination.

The course may be attended either on a fully residential basis, on a non-residential one or by selecting individual days of particular interest.

Fees:	Residential	Full:	£190
		Daily:	£60
	Non-Residential	Full:	£130
		Daily:	£40

Programme/application forms from Mrs Dyer, 22 Nene Crescent, Oakham, Leics.

(0839)

Brown & Brown Tutorial College, Oxford

Principal: C.H. Brown, MA (Oxon)

A & O LEVEL

EASTER COURSE

All subjects and Boards, with emphasis upon written presentation in exam conditions. Applications are also invited for tuition in term.

Pass rate November 93%.
Prospectus:
20, Warmborough Road, Oxford
Tel: Oxford (0865) 58311 and 513736

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

MP hurt after campus speech Bill launched

by Hilary Wilce

The assault on a Conservative MP at Bradford University last week took place just two days after the launch of a Tory campaign to try to safeguard free speech in universities.

Mr John Carlisle, MP for Luton North, was knocked down and had his finger broken when he arrived at Bradford to speak on the need for sporting links with South Africa. Student and university leaders agreed that the attack, which appeared to be premeditated, was carried out by people who were not Bradford students.

Earlier in the day Mr Carlisle was jostled and heckled at Hull University and students at York University had withdrawn an invitation to him.

The attack will have given added impetus to a Private Member's Bill, introduced last week by Mr Fred Silverman, Conservative MP for Manchester Withington, to guarantee freedom of speech on university campuses.

Mr Silverman told the Commons that the right to free speech "is being flouted at many universities under the guise of a 'no platform' policy which means that a student union can ban anyone from speaking whom it consid-

ers racist or fascist".

Under the terms of the Bill, universities would be responsible for ensuring freedom of speech on their premises, including student unions.

The Bill was given an unopposed first reading. Mr Silverman said that although it was likely to run out of time, he hoped it would encourage the Government to take the matter up in the next Parliamentary session.

Four students were suspended by Manchester University last week for their part in a violent demonstration last November against Mr David Waddington, the Home Office Minister for Immigration.

Andrew Marke, 20, was found guilty of assault and intimidation of Mr Waddington, by the University's disciplinary committee, and suspended until September 1987. The other sentences were less severe, ranging from suspension until September 1986, for David Pannell, 21; suspension until the end of the summer term, for Mark Frankel, 24; and a two-term suspension for Damien de Backer, 19. All four students have the right of appeal.

Newsam gives ILEA warning

Education in deprived parts of London's East End is likely to suffer from confusion, conflict and lost opportunity as a result of Government spending controls on the new directly-elected Inner London Education Authority.

Mr Peter Newsam, giving the E.M. Rawstron lecture at Queen Mary College, University of London, said it was the inevitable result of a rate level which meant that funds were more likely to be withdrawn from education in Tower Hamlets than added to it.

While the present ILEA had faults such as over-management and wasting time and money, he said, it also had virtues such as extensive experience of educating Londoners and a deep concern for the children in its charge.

Mr May, it would be unlikely to be able to carry things forward as it would wish and as the circumstances required.

NUT demands ratification of parental rights directive

by Geraldine Hackett

The National Union of Teachers is to press the TUC women's conference to agree a campaign to improve parents' rights at work.

The need for the debate on parental leave and leave for family reasons is signalled in motions submitted to the conference by five trade unions, including the NUT, condemning the Government's refusal to ratify the European directive on these matters. This would provide legal rights to time off work for mothers and fathers in the first 12 months from a child's birth and during the illness of children.

The NUT proposes that the TUC should draw up guidelines for unions to enable them to negotiate such improvements with employers. It also wants the TUC to put pressure on European MPs to press for implementation of the directive.

The other unions condemning the Government's attempts to block the directive are the Association of Scien-

tific, Technical and Managerial Staffs, the Electrical, Electronic, Telecommunications and Plumbing Union, the Banking, Insurance and Finance Union and the Association of University Teachers.

The lecturers' union, the National Association of Teachers in Further and Higher Education, also wants the TUC to investigate the provision of equal opportunities in YTS schemes and TVEI courses.

On international issues, the NUT is calling on the conference to press the Government to protest to the Nicaraguan government about its ban on education. The NUT's motion also says Nicaragua pays tribute to the revolution and asks the women's committee to put pressure on the Government to develop a policy of non-alignment.

The TUC women's conference is to be in Leicester on March 13 and 14.

Courses

DEGREES & GCE

Guided Home Study Courses for London University:
LLB, BA (English), BD, Dip.Ed.
Warwick University MBA

G.C.E.:
O & A level
Essential Study Skills and Effective Thinking

Courses by Edward de Bono.

For free prospectus write stating subject of interest to:

Frank Fisher CBE, MC, MA,
Dept. B44, Wiley Hall,
Receptos, Oxford OX2 6BR
Tel: 0865 32200 (24 hours)

Double first at Oxbridge

Whatever Industry Year may be doing for the economy, it is already producing a spectacular piece of restructuring in academe - the first Oxbridge union debate.

On Monday the Oxford and Cambridge union societies meet simultaneously to discuss the same motion, simultaneously and, after a fashion, jointly. They will be linked by British Telecom and Mr and Mrs John Garnett.

Mr Garnett, director of the Industrial Society, will propose the motion in Cambridge; his wife who, as Julia Cleverdon, is the society's education director, will move it at Oxford.

They and the other protagonists will be able to hear and see each other on video screens and argue it out from each end.

Edited by Mark Jackson

You get a pay-back guarantee with this continuous credit cheque book facility.

Here's the ideal way to organise your spending.

It works like this - you agree to set aside a fixed monthly payment for any amount from £40 to £158. In return you get an immediate credit facility of 35 TIMES THAT AMOUNT. For example if you decide to set aside £50 each month this would secure for you a continuous credit limit of £1,750. As soon as your account is opened you receive a cheque book to use AS AND WHEN YOU WISH together with a cheque guarantee card for £75. The current interest rate is highly competitive at 1.65% per month (APR 21.6%).

Guaranteed pay-back of your loan is promised by a non-profit endowment which also protects your loan in the event of death.

The Plan is arranged jointly by Teacher's Assurance, a successful organisation with over 100 years experience, and Shawlands Securities Limited, a highly reputable finance house of long standing.

For full, written, confidential details and FREE personal quotations just complete and return the coupon - you're under no obligation and no one will call on you.

TO: TEACHERS' ASSURANCE, FREEPOST,
12 CHRISTCHURCH ROAD, BOURNEMOUTH BH1 3TW

Please send me FREE details of the continuous credit facility with pay-back guarantee. I am over 25 and under 55 years of age. BLOCK CAPITALS PLEASE

NAME (MR/MRS/MISS)

ADDRESS

POST CODE

DATE OF BIRTH

TEACHERS' ASSURANCE

DB8602

OVERSEAS

Avid readers send head on one-day rooftop vigil

UNITED STATES

Bill Norris reports on a book bet that backfired

It seemed like a good idea at the time, but the timing was a touch awkward. In December, Mr Robert Burke, head-teacher of an elementary school in Fredericksburg, Virginia, challenged his pupils to read 7,000 books. If they managed it, he said, he would spend a day on the school roof.

Mr Burke thought he was fairly safe. His school has 700 pupils, and at their usual rate of reading he was sure that they would not manage ten books

apiece until April. April in Virginia is a good month to spend a day on the roof. He reckoned without the audacity with which not only the children, but their parents and teachers, tackled the challenge. The tally of books read mounted daily until, last week, the bet was called in.

February in Virginia is quite definitely not a good month to spend a day on the roof. But a bet is a bet. The headmaster, warmly wrapped in sweaters and a woolly hat, clambered on to the snowy roof of the Anne E Moncur elementary school and set up his caddy chair. Passing motorists honked their horns - people stopped to take photographs. One by one classes were led into the playground to wonder at the sight and cheer.

"They love it. It's like a dream," said one teacher. And a kindergarten student had the last word: "He can't use the bathroom," said Lloyd, son triumphantly. He seemed pleased about that, though fortunately one of Mr Burke's colleagues solved the problem by sending up a portable toilet.

"I really have been surprised at the enthusiasm and the way they stuck it," said a mildly frozen Mr Burke when he descended at four o'clock. "Many of the children who don't like the best reading ability were doing the most reading."

Undeterred, he intends to make the same bet next year, but with one proviso - the forfeit has to be paid when the sun is shining.

Struggle with time

Each day Gene Mattingly struggles with a difficult decision about his students.

Gene, who teaches English at George Washington High School in San Francisco, could give his students more writing assignments that teach them to organize their ideas. Or he could do for less homework and give them more time. He hasn't much time himself as he teaches four classes.

Students should have at least one written assignment per week, he says. "But the problem is that I have to do a single day, or weekend, when I have not had to spend three or four hours correcting papers."

Like many other educators in California, Gene Mattingly blames large class sizes, second highest in the US, for his heavy workload and his reluctance to assign still more paperwork.

California ranks 49th out of the 50 states in pupil/teacher ratio, an average of 23:1 compared with the national average of 18:1. These figures do not reveal how crowded classrooms are because they include teachers for the handicapped in classes that often have 18 pupils at most. The ratio also takes in staff who teach English as a second language through one to one language tutoring.

Mr Bill Honig, California's education superintendent, thinks the overcrowding is due to the baby boom after the Second World War. "In the next five to six years we will see about 550,000 new students. We'll be getting by at least 100,000 students a year," he says.

He sees part of the problem as lack of funding. "We are spending \$1,000 (\$1,350) less in California per student than the state of New York. We are \$3,300 per pupil which adds up to about \$60,000 per classroom."

Mr Honig insists that schools need better teachers, more books and equipment. High schools should have more homework, he believes.

On the brighter side, he points out that the number of students taking three years or more of mathematics jumped from 67 to 76 per cent. And the scores for Hispanic students are rising faster than those of white students.

With the exception of the junior high level, Mr Honig notes that last year's scores for the Scholastic Aptitude Test exams given to determine college entrance.

"Still, we need a greater emphasis on the basics - reading, writing, science and history. There is a major problem in need for higher levels of preparation."

With even an office job, today's student cannot slide by having only narrow education. About 60 per cent of the high school graduates continue to a community level college. They must be able to improve their training and the social status and pay of high school and the rest of the more advanced education.

Bill Norris

Charlotte K. Boyer

OVERSEAS

Pupils put the boot in more

SWEDEN

Donald Fields on a violent result of recent cuts

Swedish schools are suffering an upsurge of violence, drinking and smoking according to Dr Lars Cernerud, chief physician for schools in the Stockholm area. He partly blames public spending cuts for the deterioration.

The few bright spots in his latest annual report, which departs from the positive trends discerned earlier in the decade, are a decline in drug abuse and more stable relationships between males and females.

"Violence in the schools is becoming more brutal," Dr Cernerud observes.

"The tendency now is to boot victims lying on the ground, to aim kicks at the sex organs and potentially lethal karate blows at other sensitive parts of the body. It is only a question of time before something really awful occurs."

Among factors behind the trend, Dr Cernerud mentions the popularity of combative sports imported from Japan and China. Coaches fail to convince their charges of the dangers these pursuits entail for the inexperienced, of the literally fatal consequences that can ensue.

Dr Cernerud regrets that a concerted campaign to dissuade young Swedes from drinking has been losing its momentum. He is critical of those who take a tolerant view of alcohol - including a company that provided intoxicants for school leavers at a farewell party.

The survey, based on information supplied by doctors and nurses

attached to schools in Stockholm, reveals a disturbing increase in smoking, especially among girls. Despite a ban on tobacco advertising in Sweden, some pupils are apparently susceptible to the image of the sultry woman of the world puffing a cigarette from parted lips.

But consumption of marijuana and other standard narcotics is clearly on the decline, partly because police street patrols have inhibited drug trafficking, and anti-drug education in the schools is starting to have an impact.

The trend away from casual sexual relationships, observed in the last few years with the onset of a "new morality", has been intensifying with the growing fear of AIDS. "Going steady" is undoubtedly in fashion.

On the other hand, teeth are becoming less healthy because many schoolchildren eat sweets and chocolate to replenish their energy instead of stick-

ing to the "balanced diet" provided by school meals. Despite the ominous signs, the Stockholm authorities are terminating several medical appointments in the schools. "I fully understand the need to save money," says Dr Cernerud, "but it is wrong to prune the school health service. School nurses are the very people who work in the front line."

Dr Cernerud stresses that video and other films form one factor in the wave of violence. This observation tallies with a doctoral thesis just published in neighbouring Finland. Written by Kaj Björkqvist, the thesis offers one of the most conclusive proofs to date that televised violence breeds anxiety and aggression among children.

Mr Björkqvist urges parents not to let small children view alone: "Children experience screened violence in a completely different way from adults."



Parents are under strong moral pressure to send their children to school.

Education is at the heart of China's modernization drive. Alan Lawrance reports on the introduction of compulsory education for all, and Geoffrey Parkins describes the attempt to impose a common spoken language.

Late leaps forward

The Communist regime in China has decided to introduce compulsory education - 36 years after coming to power.

A draft proposal, reported in *Beijing Review*, provides for a minimum of nine years of schooling for the country's children in both urban and rural areas.

At present, as many as 95 per cent are attending primary schools, theoretically as voluntary fee-payers. Parents send their children to school. The new regulations, to take effect by 1995, are intended to make education universal except in a few remote areas and at the same time to raise standards and increase the length of schooling available.

Six years in primary school will be followed by three years in middle school, at present available to only 68 per cent of China's teenagers. Under the new scheme, it will be illegal to employ children before they have completed their education.

School fees will be abolished, and parents will be asked to alleviate hardship in poor families.

Introducing the new draft law, He Guangming, vice-minister of the state education commission, said it was essential to improve the nation's scientific and cultural level. Steps would be taken to improve teacher training and the social status and pay of high school and the rest of the more advanced education.

Battle against Babel aims to break down prejudices

CHINA

Chinese dialects, including Wu in Shanghai, Cantonese in Canton, Min in Fujian and Mandarin in Peking. Many of these dialects are mutually unintelligible.

For example, the Chinese character for "forest" is pronounced "lin" in Cantonese, "ling" in Min and "lin" in Mandarin. And to add to the problem, there are a great many variations in tone within and between these dialects.

To unravel this linguistic tangle the Chinese government aims to make standard spoken Chinese: ● the language of instruction in all schools, colleges and universities; ● the daily language in all fields of employment and advertising; ● the sole language of films, television and radio; ● the common language in all public places to encourage its adoption generally.

It is hoped the adoption of a common language will also go some way towards breaking down the ethnic, cultural and regional prejudices that hamper co-operation between regions. But the task facing the government is formidable.

Historically, language - seen as an important part of cultural identity - has always been a sensitive issue with the Chinese and their minority peoples

(67 million). Efforts to introduce a common language in China as elsewhere in the region, have in the past met with dogged resistance, great resentment and sometimes violent reaction.

Despite the adoption of Mandarin as the national language and previous attempts to introduce it as the medium of instruction in all schools, linguistic differences between the seven main Chinese dialects and the languages of the 55 ethnic minority groups have proved intractable.

On several occasions since 1949, clashes with the larger minority groups over linguistic, cultural and religious issues have presented the Chinese central government with serious problems. The worst of these clashes, like those in Sinkiang and Tibet, had to be forcibly suppressed.

Many of China's ethnic minorities, like the Tibetans, have since the Cultural Revolution (1966-76) - during which most ethnic minority schools, colleges and universities were closed and minority language teaching abolished - made great efforts to re-establish their individual cultures, of which the maintenance of their mother tongue is seen to be crucial.

Increasing trends of this kind among China's ethnic minority groups of late, are sure to add to the magnitude of the government's task.

EEC launches exchange scheme

The European Commission has launched a new Youth Exchange Scheme. Called "YES for Europe" it will aim to simulate contact between young people in EEC countries, and over three years will enable 80,000 16 to 25-year-olds to spend time in other member states.

Manuel Marin, commissioner responsible for social affairs, employment education and training, unveiled the scheme in Brussels last week. He explained that YES for Europe "is the first step in a more ambitious programme, and is designed to implement a general policy of exchanges for young people."

Sr Marin said the programme would aim to give young Europeans personal motivation: "We want them to see what Europe might become, and not limit everything to the internal market... we felt there was a need to have some sort of education or training type of visit so they can be immersed in the realities of another country," he said.

Each visit will last at least one week, and for longer exchanges priority will be given to those in which groups of young people from at least six states study and work on community interest projects.

Under the scheme the Community, whose contribution is calculated at 300 million ecus (£200 million), will assign objectives to each member state based on its youth population. But Sr Marin ruled out the idea of *juste retour* - an allocation fixed according to rigid national quotas.

The exchanges, he said, were designed to bring together young people of different social, economic and cultural backgrounds, with emphasis on the underprivileged and "those from less favoured regions and member states". At present Britain, France and West Germany play the biggest part in youth exchanges within the community.

Nor will governments be allowed to profit from YES for Europe aid by cutting back on their existing national education and training systems. They will have to guarantee that young people taking part in the programme will not lose rights to unemployment or other benefits.

YES for Europe, which the commission proposes should start in 1987, follows previous, smaller Community actions. During 1985 nearly 1,500 young workers visited other EEC countries and received their counterparts from other member states; and about 2,000 students received grants to take part in study programmes with the Community.

Sr Marin said the scheme shared a link with two other EEC initiatives - Comett, an action programme to foster cooperation between universities and industry; and Erasmus, which will aim to boost the number of students in the Community studying in other member states. In each case, he explained, "answers are being sought to the same problem - that of the future of European youth."

Jane Marshall

Irish minister demoted

The Irish Republic's first woman Education Minister, Mrs Gemma Hussey, has been demoted in a major Cabinet reshuffle.

No official reason was offered for her move to the Ministry of Social Welfare. But it came after a difficult week for her over the closure of a teacher training college and a vote in the Irish parliament to modify a pay award for teachers.

She is replaced by former Defence Minister Mr Paddy Cooney, a tough-minded politician from the Conservative wing of the Fine Gael party.

John Walshe



These pupils are introduced to the alphabet on their first day at school, but literature is losing its status on the timetable.

A loss of literature

SOVIET UNION

Jennifer Louis looks at the long-term effect of curriculum changes

Is literature to become a second-rate subject in Soviet schools? Its position is no longer what it used to be, but there are many who feel its value is underestimated.

With every school following one curriculum, the introduction of the slightest change is a matter of national importance. Any revised textbook, alteration in the pupil-teacher ratio, lowering of the age of the first-graders, is bound to incur enormous expense, and the risk of harming the younger generation's health is not taken lightly. So for all sorts of reasons the new school programme, published in January 1984 and due to be implemented this year, is currently under heavy fire from parents, teachers and the education authorities.

There is still no reduction in the six-day week, and the timetable is heavily laden. The senior classes in particular spend much time on non-academic subjects which will serve them well in their adult working lives. Sciences are taught to a very high level by international standards, and are compulsory for all.

A foreign language is also compulsory, in addition to the Russian language which is studied by all the other nations within the Soviet Union. The Georgians, Moldavians, and Estonians, for example, run their own

schools but even so some classes are taught in Russian, adding to the overburdened timetable. With all these essentials, something has to go.

Despite the weighty curriculum, the course of literature is not confined to the Russian classics alone. There is a fine tradition of including the cream of world literature with the study of Russian authors. It has been generally believed that Russians are unusually familiar with world literature, but recent statistics show that the situation regarding the teaching of the subject is now far from perfect.

In 1940, children aged 11 to 16 had a total of 758 hours of literature in their timetable. This same age group has now only 445 hours, 2½ hours per week, or a cut of more than 40 per cent. More time is given now to the study of what are deemed more practical subjects for contemporary life.

The literary periodical of the Soviet Union recently declared: "The present day tendency is to turn literature into a second-rate subject."

Both mathematics and physics have half as many classes again as literature, and three times more is spent on lessons classed as "labour". These include handwork, crafts, domestic science and practical work in the fields or at the factory bench.

Writers and other people from all sorts of walks of life are joining the protest, saying it is intolerable that the hours spent teaching literature should be cut. They argue that in 15 or 20 years not only will the publishing houses that specialize in good literature begin to close, but so also will the classical drama theatres because no-one will understand what they are trying to say.

TRAVEL

PGL YOUNG ADVENTURE The Leaders in Educational, Activity and Adventure courses for School Groups

If you haven't yet finalised your school trip for 1986, it's still not too late to receive one of the famous PGL brochures, detailing courses throughout the UK and abroad. Simply ring Floyd Ballantyne on (0898) 84211, or write to: PGL Young Adventure Ltd, 180 Station Street, Ross-on-Wye, Herefordshire, HR9 7AH.

BARGAIN PRICES ON SELECTED DATES! Don't take chances! We are fully bonded ABTA members

LETTERS

Nation of TVEI haves and have-nots

Sir - I recently received unsolicited through the post a glossy publication called *TVEI Review 85*. Had I bought it, it would have cost me £2.50 according to the price on the back. The Department of Education and Science tell me that there are 28,806 schools in England and Wales.

If they were all sent one (and if the Manpower Services Commission is selling them at approximately cost price) this particular mailing cost £72,015. Even at slightly less than cost price this is still more than £1.50 for every one of the 40,000 students that the booklet says are at present following TVEI courses.

As head of an IEA school committed to curriculum development under

the auspices of the Hargreaves Report, *Improving Secondary Schools*, I read with interest pages eight to 13 of the booklet on curriculum. It contained a lot of modern sounding titles (information technology, community studies, control technology) but in essence was not much different from the way in which the curriculum is going in many progressive secondary schools i.e.

1. It had a pretty large core;
2. The options were structured in such a way that the children end up with a good balance of subjects;
3. All pupils, girls as well as boys, reach a good preparation for the world of changing technology that they will all be living in. (However for the 1984 intake only three out of the 47

local education authorities taking part in the TVEI scheme had 50 per cent or more of girls on the courses. We do better than that with core technology for all fourth and fifth year pupils);

4. All pupils take part in a personal and social education programme.

Perhaps if we saw the detailed schemes of work which go with the subject headings we would understand better why some 500 schools should be privileged to receive £26,464,000 between them and exactly what they are spending their money on.

One thing is for certain; that level of funding isn't going to be able to be spread to the other 20,000-plus schools in the country. And yet shouldn't we all be trying to deliver the best possible

curriculum offer to our fourth and fifth years?

Accepting that some urban areas have more pressing problems which must make per capita expenditure higher, and accepting that political differences will always mean a "league table" of high and low spending local education authorities, should there really be such large differences in how much this country spends on its 14 to 18-year-olds as there are between the TVEI "haves" and the other "have-nots"?

C WHATFORD
Headteacher
Abbey Wood School
Abbey Wood
London SE2

Pay deal safe

Sir - Please allow me to correct errors in Mike Durham's report on recent pay settlement (TES, February 7).

First, it is not true to say that the salary increases will only come into effect "if the agreement is ratified by the Burnham primary and secondary and CLEA/St committees." If Burnham ratifies the pay settlement it is incorporated in the recent Asa agreement when it meets on the morning of February 28, nothing that CLEA/St does or fails to do afterwards can have any effect on that pay settlement.

The Burnham primary and secondary committee is a statutory body charged with responsibility for setting teachers' pay. Its agreements do not wait upon any kind of endorsement by CLEA/St, which has no statutory authority of any kind. Indeed, it seems to be a good deal of doubt at the moment as to the constitution of CLEA/St, let alone its powers and responsibilities.

The second error in Mike Durham's report is its failure accurately to identify the teaching unions which have already agreed to accept the deal without a ballot of members. There are not three but four national bodies, the fourth being the Professional Association of Teachers.

None should find it surprising that the association stands ready to accept a 6.9 per cent pay settlement since its original proposal for a 1985/86 pay rise was 6.9 per cent provision for possible arbitration. If we had gone down the road a year ago, we would have secured 7 per cent a long time ago.

PETER DAWSON
General Secretary
Professional Association of Teachers
99 Friar Gate
Derby

Full status

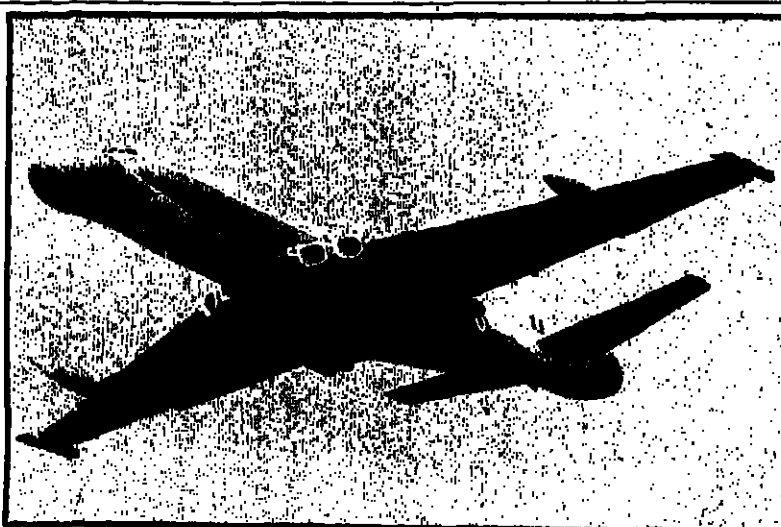
Sir - Having read the article by David Budge (TES, January 31) on the "Cinderella" image of home tutors, I think I should point out that home tutors in the Manchester I.E.A. do not fit this image.

In an integrated hospital and home tuition service, home tutors are not hospital teachers holding permanent posts and having full professional status. A continuing professional development programme ensures that all tutors have frequent INSET sessions both on site and in other educational establishments.

Children discharged from hospital are usually taught by the same tutor they had in hospital due to good communication and an efficient referral system. Because of the flexible and changing nature of the work teaching environments are, of course, sometimes poor. However, this is compensated for by the professional support the home tutors and the excellent resources deployed throughout the city.

The Manchester I.E.A. has tried to meet the demanding needs of children who are missing normal school for a variety of reasons in a most caring and responsive way.

W. D. McKEOWN
Headmaster
Manchester Hospital Schools
and Home Tuition Service
Booth Hall Hospital School
Charlestown Road
Manchester 9



Nimrod aircraft... over £100 million each

Private ways

Sir - With the Westland drama in the news almost hourly during the past few weeks, it is surely interesting to reflect on our national priorities, as the teachers' dispute, hardly ever in the news, reaches its annual anniversary.

Had this been France, experience has shown that such a profound crisis in the education service would have had millions of parents demonstrating on the streets. Yet 12 months of upheaval has led to no significant nationwide outcry from parents, or politicians, nor any call for the resignation of the Secretary of State for Education, who has obvious support from Mrs Thatcher for his incompetent policies.

Twelve Nimrod early warning planes alone cost £1,400 million. What price a settlement of the education dispute, and a dedicated teaching

Look at teachers' pay, and compare it with other valued professions,

perhaps with civil servants - on the verge of taking strike action in support of their pay claim. Add the poor prospects of promotion and the fact that dedicated teachers, often in the front line of social, educational and political change, feel undervalued and the stressful, demanding and responsible nature of their jobs. Include in the equation the present number of teachers leaving the profession, and the lack of new teachers entering. Then the nation may wonder why the present educational dispute will not go away.

Whatever our political belief, is it not worth asking whether this Government has an interest in seeing private education prosper? Is its failure to provide more money for the local authorities to settle the dispute an ideological move designed to drive more parents into the arms of public schools?

CLIVE SHELDON
155 North Home Road
Cirencester

Exam philosophy

Sir - We refer to the AEB's new examination in philosophy at A level which was first available this last July, and in particular to the marking of the scripts.

Apart from questions of an historical nature, it is obviously inappropriate to attempt to evaluate examination answers by reference to a number of predetermined points derived apparently from a sort of ideal answer laid up in a chief examiner's mind. The greater part of philosophy is not at all like doing sums in mathematics or in making translations from French.

In general, the good teacher is one who can learn from his pupils. In philosophy this is pre-eminently the case. Similarly, the good examiner must be prepared to learn from his candidates' scripts.

We would expect a good candidate to begin an answer with a reformulation of the question. Some questions admit more than one reformulation. Indeed, it is appropriate for a candidate to provide more than one reformulation before answering the question.

Obviously, we would expect an answer to depend upon the reformulation.

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

It would seem that credit should be given for different reformulations as well as for the arguments resulting from them, which arguments may well differ according to the reformulations upon which they are based.

It is recognized that the marking of philosophy scripts presents difficulties. Fairness is a very proper aim, but to judge a script largely by its adherence to a set of predetermined points can all too easily lead to gross unfairness. This is, of course, not to say that relevancy is not an essential.

We hope that these considerations will inform the development of the A level in philosophy for the future.

BERNARD WILLIAMS, Provost,
King's College, Cambridge University.

MYLES BURNBYAT, Professor of Ancient Philosophy, Cambridge University.

DOROTHY GUTTENPLAN, CHRISTOPHER JANAWAY, MARTIN DAVIS, and IAN McFETRIDGE, Lecturers, Department of Philosophy, St. Andrew's College, London.

JOHN CHALL, Senior Lecturer, and CHRISTOPHER BRYANT, Lecturer, Department of Moral Philosophy, St. Andrews University.

ROGER TRIGG, Chairman; SUSAN HAACK, DON LOCKE, and PHILLIPS GRIFFITHS, Professors; A. BARKER, C. BATTERSBY, A. B. BENJAMIN, M. W. BARNER, D. C. BARRETT, PETER BINNS, G. M. K. HUNT, and D. C. WOOD, Lecturers, Department of Philosophy, University of Warwick.



LETTERS

History teachers need improved national forum

Sir - The letters of Trevor Fisher and Paul Jeremy (TES, February 7) provide a reflective contrast - Mr Fisher concerned with introspective analysis of the Schools History Project, Mr Jeremy seeing opportunities rather than dangers and putting forward a positive suggestion for co-ordination of efforts.

As Mr Fisher probably expects, we cannot immediately offer statistics to support HMI Slater's remark that the project "had persuaded more pupils to

continue with history". Schools may be able to proffer figures but, given that pupils rarely make a choice based on experience of different kinds of courses, these may not prove much.

More worrying is Mr Fisher's contention that increased take-up is "merely" a reflection of growing interest among teachers, not pupils. Why "merely"? If you have a committed, enthusiastic teacher, the impact will be more positive than if the teacher is unconvinced of the merits of this material.

If Mr Fisher is unconvinced of the merits of the SHP, he is unlikely to teach it effectively and will therefore supply anecdotal evidence of its inadequacies. Our anecdotal evidence, culled from teaching the SHP and scores of in-service meetings run by it, is that HMI Slater's comment holds true in most schools where SHP is taught. But, as any historically educated 14-year-old will tell you, we are not necessarily reliable witnesses!

But this argument seems considerably less important than the issues raised by Mr Jeremy. As he suggests, teachers of history have the opportunity to unite effectively around the SHP criteria and their implications. Our anecdotal evidence, culled from teaching the SHP and scores of in-service meetings run by it, is that HMI Slater's comment holds true in most schools where SHP is taught. But, as any historically educated 14-year-old will tell you, we are not necessarily reliable witnesses!

Keeping in touch

Sir - I was interested to read Professor Russell's "Second opinion" (TES, February 7) which emphasized "why history must be about the past".

He need have no fears that the Historical Association is about to abandon the past. The expectation in our curriculum initiative is that all pupils in school to age 14 will (as now) study the remoter past. But at present, about half of them then give up the subject entirely.

The Historical Association would like all 14 to 16-year-olds at least to be made aware of the historical background to the world which they are about to enter as citizens.

This would be, as Professor Russell says, "a thoroughly useful exercise". Those who choose to specialize in history from age 14 would, of course, continue to receive the benefits of that broader view of the past which Professor Russell rightly commends.

PROFESSOR DONALD READ
President
The Historical Association
London SE11

Science at risk

Sir - The DES plan to offer a bursary of £1,200 to attract more students onto PGCE courses in mathematics and physics (as well as CDT training courses) is, with regard to science education, to be regretted.

It is not clear how much physics training and teaching is to be undertaken by those involved in this scheme. Since most, if not all, the training institutions involved offer courses in integrated science which embodies elements of biology, chemistry and physics and which all science graduates are encouraged to take, each of these could make some claim to be eligible for the special payment and may well be aggrieved if excluded.

But more important is the implication for the policy statement Science 5-16 produced by the Minister's own department, after much delay last year. The main philosophy of this forward-looking document is that the preferred model of science courses for all pupils of statutory school age should be some form of combined or

as laid out in HMI booklets. Opportunities there are and the emphasis should be on defending children's right to develop a historical perspective rather than on defending "history" solely as a separate insulated area on the timetable. The Historical Association has done much valuable work but Mr Jeremy's proposal of a seminar suggests why it has failed to pull teachers together - it doesn't directly represent the various concerned bodies.

While the association remains an accidental amalgam of interests determined by those with either leisure or remarkable energy, it cannot adequately represent all those involved in history education. Its influence could increase if its council consisted of elected representatives from separate sectors e.g. advisers, teacher-trainers, lecturers in history - teachers from primary, secondary and tertiary sectors elected regionally. Add representatives from HMI, SEC and examining groups and we might have a body which can speak with more authority than the EA has been able to manage hitherto. Perhaps Mr Jeremy's seminar could place such a proposal amongst its agenda?

IAN DAWSON
Director
Schools History Project (13-16)
DENIS SHEMILT
Director
Cambridge A Level History Project
FRANCES BLOW
Co-ordinator
Computers in the Curriculum History Project
Centre for History Education
Leeds 18

Astute choices

Sir - When pupils opt to study history at OCE/CSE level, they are more astute than either John Slater or Trevor Fisher (TES, February 7) gives them credit for.

Pupils choose optional subjects when they have enjoyed them in the lower school. Parents endorse their children's choices when the departmental team is well thought of and when it has a good track record in public examinations. Under such circumstances, a good history department will hold its numbers into the fourth year regardless of whether or not it takes up the Schools Council Project.

Surely the success of the project should be judged not by the number of teachers who choose to teach it, but by the number of project pupils who at 16-plus choose to continue their study of history at A level. I am not convinced that these statistics would prove impressive.

DIANA DOVER
33 Garden Walk
Cambridge

Integrated science. Many schools and training institutions have taken this message seriously to see in its implementation some way of achieving the scientific literacy and understanding among the population at large for which bodies such as the Association for Science Education and the Royal Society have been calling.

At a stroke, Sir Keith Joseph has ensured the perpetuation of separate science courses. He has jeopardized the aim of providing science for all pupils at school thus ensuring, for example, that girls do not continue to narrow drastically their potential fields of employment by failure to include physics in their fourth-year options.

Finally, who is to monitor and regulate the implementation of the bursary recipients undertaking to teach physics in the maintained sector and for how long?

DR DIANA B. MANUEL
Lecturer in education
School of Education
University of Durham
Leazes Road
Durham

Freud complaint

Sir - Re your article "Dog that doesn't bark" (TES, December 27) we, the undersigned members of the Select Committee for Education, Science and the Arts, wish to dissociate ourselves from Clement Freud's jaundiced views on both the operation of the committee and its chairman, Sir William Van Straubenzee. Freud's allegations vary from the serious to the laughable and, we feel, cannot go unchallenged.

Apart from his personal attacks on the chairman, he criticizes Sir William for not allowing him sufficient time to put his questions to witnesses. On the contrary, Sir William, recognizing the difficulties which Mr Freud, as a minority party member, claims to have in attending sessions of the committee, has sought to accommodate him wherever possible.

It is hardly the chairman's fault that Mr Freud's attendance is both sporadic and frequently lasts no longer than a few minutes. Although unwilling, it seems, to devote the sort of time to the committee which every Member knows in advance will be necessary, he had the impudence to block the filling of two vacancies (caused by the resignations of Mr George Walden and Mr Terry Lewis) for several months, thus denying the committee the attendance of two Members who are prepared to give the necessary time and effort. Much more serious is his allegation that "the committee is misusing public money on pointless trips and junkets". We refute this totally. The committee's inquiry into primary education, agreed by all including Mr Freud, requires both "on the ground" experience as well as some valid comparisons with other systems of primary education. Far from being unnecessary, we found them to be extremely valuable in our deliberations.

His complaint over our visit to Oxford and our stay at "an exclusive hotel" might be taken slightly more



Clement Freud: loud complaints.

and effort. Much more serious is his allegation that "the committee is misusing public money on pointless trips and junkets". We refute this totally. The committee's inquiry into primary education, agreed by all including Mr Freud, requires both "on the ground" experience as well as some valid comparisons with other systems of primary education. Far from being unnecessary, we found them to be extremely valuable in our deliberations.

His complaint over our visit to Oxford and our stay at "an exclusive hotel" might be taken slightly more seriously if he had been prepared to take part in the whole of the programme planned by the local education authority and if he had not complained so loudly over the poor standard of his room! So much for exclusivity!

Clement Freud, in seeking to denigrate the work of the committee, has done a grave disservice to the subject of our inquiry and to the role of the select committee procedure itself. He is not new to the House and its procedures. To cry foul at this stage and to make offensive personal remarks about the chairman and other committee members, against the background of his own limited participation in the work of our committee, damages considerably his credibility and judgement.

He may well be a clever and amusing journalist and a degree of irreverence about Parliament never went amiss. Clearly, he still needs to learn that there are still some Members who take the education of our children very seriously indeed.

JIM CALLAGHAN
MARTIN FLANNERY
HARRY GREENWAY
ROBERT KEY
JACK THOMPSON
MALCOLM THORNTON
SIR GERARD VAUGHAN
House of Commons
London SW1

The PC with an impeccable pedigree.



Amongst IBM compatibles the Ferranti PC is quickly establishing itself as the top dog. There's little doubt it's a breed apart.

It's backed by a nationwide dealer network that will offer you the assurance of professional pre-sales consultancy and advice. And a post sales support package that includes fast response, on-site maintenance - free in the first year.

It's worth noting too that you're buying from an all British company with a rock-solid reputation for quality computer products spanning four decades.

The Ferranti PC range is an IBM compatible - and then some! It's got memory capacity, speed, expandability, value for money price tags and free business software that enables you to do all the everyday business tasks - immediately.

What's more the latest addition to the ever expanding range, the AT with its distinctive stylish slimline casing, definitely offers more byte than bark.

If you'd like to know more about the

PC that's rapidly becoming management's best friend, send now for the Ferranti PC data pack.

Ferranti Computer Systems Limited,
Derker Street, Oldham, Lancs, OL1 3XF
Telephone: 061-624 9552 Telex: 665764.

FERRANTI
Personal computers

Please send me the Ferranti PC data pack. TEB/2/1

Name _____
Position _____
Company _____
Address _____

Post to: Ferranti Computer Systems Limited,
Derker Street, Oldham OL1 3XF

Ferranti PC.
The PC with pedigree.

Activity Centres

WHAT'S IN A NAME?

Mounbatten

CHALLENGE - INITIATIVE - QUALITY - VARIETY -
TRADITION - ADVENTURE - CONFIDENCE - FUN

For a first class competitively priced residential at one of our centres in Wales,

Contact: Mounbatten Training
36a Milton St,
Northampton
Tel: 0604 716111

THE GRANGE CENTRE

Glasbury-on-Wye, Wales.

Field Studies, horse-riding, canoeing, caving, rock-climbing, abseiling, hill-walking etc.

The Grange Centre, situated in the Wye Valley at the foot of the Black Mountains, offers excellent facilities to accompanied school parties. Fully qualified experienced staff. Accommodation and food first-class.

For further information write:
Mr & Mrs F.W. Parvett,
The Grange Centre,
Glasbury-on-Wye, Wye, Hereford HR3 5LP,
or phone: Glasbury (04974) 224.

CADARN TRAIL RIDING FARM

Riding and Pony Trekking courses in Brecon Beacons National Park.

Trail riding a specialty.
Bunkhouse accommodation with first class facilities. All standards of riding ages 8-17.

Weeks, Mid Weeks, Weekends, B.H.S. and P.T.S. of Wales approved.
Brochure 04974 680 (24 hr service)

Cadarn Trail Riding Farm,
Velindre, Three Cocks, Brecon, Powys.

TALKBACK

Specific difficulties

JOHN MORRIS & TERRY SPINKS

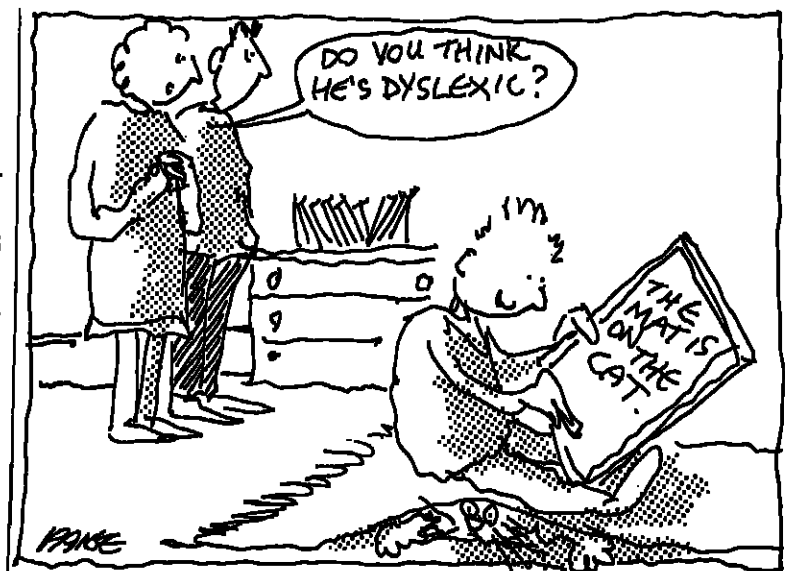
Judith Hick's article, "Listening to parents" (Talkback, January 3) demonstrated admirably a vital aspect of the caring attitude of schools in their relationship to parents and pupils. We were concerned, however, at the ambiguity in the statement, "... or who imagines fashionable problems that do not exist - dyslexia (at the age of four and a half)."

We feel certain that the sense intended was, "do not really exist" in that particular child, since, the alternative is to mean that dyslexia (one of the specific learning difficulties recognized in the 1981 Education Act) does not exist.

While we agree that a child of four and a half years cannot be clearly defined as dyslexic, the problems expressed by a parent may be indicative of a potential learning difficulty which might be one of the many early aspects of dyslexia.

The confidence of the parent in the school will be strengthened, while fears are allayed, if the headteacher suggests that the likelihood is small, but that the school will bear in mind the possibility when assessing the child. The parent has been observing the development of the child from birth and indicators of a potential problem may have been recognized.

Children in most parts of the country now have developmental checks by doctors and health visitors at school entry. It has been found that the



following factors are of significance in the pre-school child who may have a specific learning difficulty:

- In 88 per cent of cases, there is a family history of speech, and/or reading and spelling difficulties. This may be accompanied by a history of a difficult birth, or of a child being born "small-for-dates".
- Boys are more often affected than girls.
- Language development may be delayed.
- Coordination may be poor.
- There may be difficulties with the identification of shape, size and pattern.
- There may be a delay in establishing a dominant hand, foot, or eye.

Many of these signs are apparent, then the child should be observed regularly and given the appropriate help. Even in the pre-school child, much can be done both by speech therapists and

parents. Early screening should determine the child "at risk". Failure to take appropriate action merely increases the distress for parents and child. Manifestations of a problem appear as nightmares, hyperactivity, and in some instances solitariness in the infant pupil.

A pupil will have been fortunate and helped if the school has used multi-sensory teaching methods and has carefully structured learning strategies. Parents should not be made to feel anxious, nor should they be "fobbed off", for dyslexia can no longer be regarded as a "fashionable problem"; nor ever should have been.

John Morris is chairman of The Midlands Association for the Study of Specific Learning Difficulties. Terry Spinks is vice-chairman of The Midlands Association, and vice-chairman of the British Dyslexia Association.

Religious differences

RALPH GOWER

When I read William Kay's review of ILEA's Agreed RE Syllabus (December 13, 1985) I found real "cause for concern". I hardly knew whether to react in anger, sorrow or amazement. I was angry at the false information which the review conveyed, sorry that someone who holds an RE position in a major university should be so confused, and amazed at his totally unwarranted assumptions.

The ILEA Agreed Syllabus started from the knowledge that heads and teachers in London believed that there were three ways to justify the place of RE in the curriculum: pupils needed to understand existential questions and answers; pupils needed to understand the religions of their peers to reduce possible misunderstandings; pupils needed to understand the religious factors which had given rise to our existing culture.

In the words of the syllabus, "The aim is to help young people to achieve a knowledge and understanding of religious insights, beliefs and practices so that they are able to continue in or come to their own beliefs and respect the right of other people to hold beliefs different from their own. While it is taken for granted that Christianity features clearly, the syllabus also provides for teaching about other important faiths which are held in contemporary British society. It is not part of the responsibility of the county school to promote any particular religious viewpoint."

William Kay should be interested to know that only at this point was there any "compromise". It was not a compromising content as he suggested. It arose because some members of faith groups were anxious that a syllabus which was not produced which swapped their children with Christian beliefs and practices. Christians, on the other hand, were anxious that the living nature of Christianity and its historic and cultural importance in the UK should be stressed. The form of words in the aim was the result.

Teachers were not therefore "handcuffed" by a compromise which tries to satisfy several religiously divergent points of view, but as participants in the conference, unanimously agreed to the acceptance of the syllabus and its reflection of London as a multi-faith city.

Primary schools were given 10 objectives (not exactly "jam-packed") to serve as a basis for providing a scheme of work relevant to the boys and girls in their schools. Some of the objectives were of an implicit kind: "To foster children's feelings of awe, wonder and mystery; to extend their natural curiosity and help them order and pattern their experience".

Others were of an explicit kind: "To familiarize children with stories which are an authentic part of religious traditions".

In preparing their scheme of work, teachers were told that it should make room for the incidental happenings which stimulate RE as well as planning for it, that there should be a balance

between implicit and explicit forms of RE, and that they should use a balance between three approaches: through explicit religious topics; through topics which may not look religious but which RE is the central purpose (e.g. light); and through general topics in which RE is an element.

Illustrations were then given to show how this might be done. One item schematically how children might experience their neighbourhood through the arts, mathematics and language. The "language" approach includes the use of language (writing poetry, vocabulary, research and reading) and creativity (music, movement, mime, painting and drama). The "art" approach includes RE (buildings, communities, different faiths, community action, celebration and festivals) and history.

No ILEA teacher has ever been confused by this; none has confused "phase" with "stage". With the help of a team of advisory teachers they began to do magnificent work in conformity with the syllabus. Perhaps William Kay ought to spend some time with our primary teachers to take some of his confusion.

Secondary teachers were given seven objectives. Some of them are built on primary school work (to heighten sensitivity to feelings of wonder and mystery which are often a source of religious experience). Others deal with philosophical, theological, phenomenological and ethical aspects of religion. The last one sets out the skills which we seek to develop in RE.

Again, the objectives served as a guide for preparing a scheme of work relevant to the pupils in the school. In preparing the scheme of work teachers have to ensure that it is balanced to provide systematic and thematic approaches, to ensure that children know something about the six major religions which are practised in London across all five years of secondary education.

Examples are produced to show how schemes of work might be developed. If teachers are dealing with symbols as a theme, they need to arm at the point of realization that in religious symbols attempt to express the inexpressible; that symbols in religion bear witness to the fact that some things are too much for words. The complete suggests that festivals and stories are therefore part of the symbolism as well as signs, names, dress and objects.

London teachers have not been confused. Neither are the majority of London teachers restricted to "one lesson a week" (a meaningless phrase) in the first three years of the secondary curriculum. The inspectorate set the standard at 70 minutes per week in years 1-3 with flexibility in years 4-5 depending upon whether the curriculum options in addition to a six-form entry secondary school with a Scale 1 head of department expects to receive £100,000 a year in capitation to provide suitable resources. Perhaps William Kay did not realize how ILEA can do religious education. To do its own words, "If I were the parent concerned" I should be very happy to be taught by Dr Kay.

Ralph Gower is staff inspector for religious education in the Inner London Education Authority.

Nick Baker reports on a scheme to provide secure sanctuaries for children in distress

The Safe House scheme is, on the face of it, extremely simple. Responsible adults who are likely to be at home on weekday afternoons display a distinctive sticker on a front window of their house. If a child hurts himself, gets bullied, loses a house key, or for any other reason needs help from an adult, he or she knows that the house with the sticker can provide immediate succour.

The setting-up of the scheme, since its initial announcement on the Talkback page of *The TES* in November last year, has been fraught with complications involving senior police officers, social workers, and a good deal of work by its voluntary originator in Britain, Lynn Jones, a resource tutor for the Royal National Institute for the Blind. She noticed a similar set-up operating while on holiday in Australia, and discovered that others had been successfully working in the United States and Canada.

Her reasons for wanting to import the scheme to Britain are simple: "I am a working mother with a 10-month-old baby boy, and I would like to know that as he grows up, should he ever need to, he would have a safe house to go to," she wrote in Talkback. Now, some three months later, the scheme has been officially endorsed by the Metropolitan Police, and pilot projects are already under way in Leamington Spa, Warwickshire, Brentwood, Essex, and Lymington, Hampshire.

There is no room for mistakes in such a scheme. Ideally, a local safe house operation would work like this: A primary head canvasses the opinion of parents. If they agree to the scheme, volunteer participants are asked for. The volunteers' applications, complete with the names of three referees (doctor, police officer, social worker, etc.) to verify good character, are forwarded to the headteacher. Applicants give permission to be officially vetted by the police, in the knowledge that if they are rejected it will be without any reason being made known either to them or to the headteacher. The local post office, chemist shop, doctor's surgery or vicarage might also become safe houses.

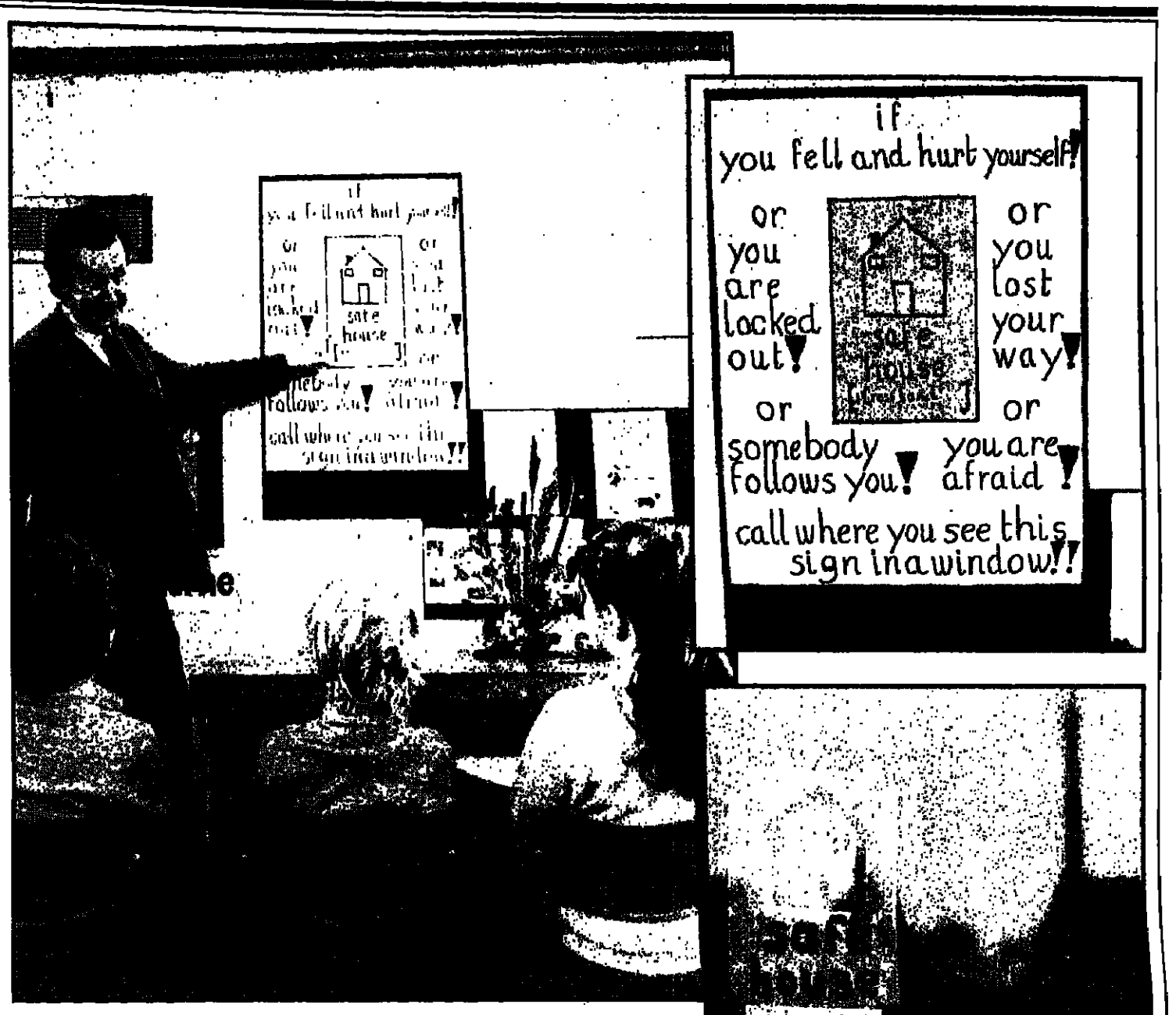
The vetting procedure over, the head embarks on an education programme for pupils, identifying where the safe houses are, and what they are for. Again, ideally, the safe house residents will not be strangers. They will be known to the school already, usually as past or present parents. Participants will be invited into the school to identify themselves personally to the children. Safe house residents themselves will need some instruction. They will be issued with a carefully prepared set of guidelines, setting out the ground rules. These will include the following dos and don'ts.

- To avoid anxiety, let the school, the police or the child's parent know if a child stays with you for more than 15 minutes.
- Do not attempt to treat any serious injury.
- Do not take on the role of social worker.
- Do not provide food or drink.
- Do not be tempted to comply with a request from the child that they be allowed to stay with you.
- Do contact the school if you are unsure which of the provided list of emergency contacts is suitable.
- Do not leave yourself open to theft or injury by a child who has an ulterior motive for coming to your door. Try not to leave the child in the room alone.
- Do not let anyone in your home if you sense that there is a possibility of anything untoward happening.
- Do fill in the record sheets provided accurately and keep them in case they need to be referred to at a later date.
- Look out for stickers in the window of an inappropriate building. (Lists of authorized safe houses are supplied to participants.)

Both Lynn Jones and Inspector Houlgate of New Scotland Yard's crime prevention unit (which has recently endorsed the scheme) are adamant that the safe houses are "not about child abuse issues". The idea is to help children with problems of grudge, knee magnitude. However, the threat of increasing opportunities for child abuse by inadvertently letting "the wrong people" operate safe houses has loomed large in the scheme's preparations.

The coloured stickers, each with a white strip bearing the house's name and address, are held centrally by Lynn Jones, and distributed by headteachers after the vetting has been satisfactorily completed. The sticker will tear and stretch if it is removed from the window once stuck.

As far as the vetting of participants is concerned, the scheme will be strictly controlled.



Safe houses

according to Inspector Houlgate. If, as seems likely, the Metropolitan Police's vetting procedure for the scheme is adopted nationally, it will be the first time that people who have volunteered to help children and young people "casually" will come in for official vetting. Currently, while for obvious reasons foster parents are carefully checked, it is impossible officially to verify the characters of Scout and Guide leaders, say, or youth club organizers. Often, such bodies have "unofficial" agreements with local police to check out new helpers.

Safe house vetting will be official and fairly thorough. Names will not only be checked against criminal records. It is very likely that suspicion of having offended in areas likely to affect suitability for the scheme (drug abuse and violence as well as child abuse) will be enough to render a volunteer ineligible.

"It's not our intention to go round asking the neighbours," says Inspector Houlgate. Nevertheless, he is anxious to make the scheme as watertight as is practically possible. And if people do not want to undergo the vetting process (with no reason or redress for the rejected) they simply should not volunteer. While Inspector Houlgate sees the scheme as part of the trend towards policing by consent, he stresses that in the Met's area there will be no formal ties with the Neighbourhood Watch scheme.

Lynn is a typical neighbourhood watch area. The Cheshire force calls it Home Watch but it is the same - organized local vigilance against crime. Its critics contend that it induces paranoia and neighbourly mistrust, while its supporters say that the home watch signs on windows and the lampposts frighten burglars from the area. In the vicinity of Oughtrington county primary, serving a well-heeled district of a small town or a large village, the safe house stickers are appearing near the home watch stickers. Volunteers for the scheme have been coming forward since headteacher John van Suchtelen introduced the idea some weeks ago. He had already consulted his gov-

ernors and the police and informed his local education authority before going ahead.

Mr van Suchtelen has had experience of incidents when the safe house scheme would have been useful, ranging from occasional bullying and minor first aid problems to the occasional approach to children by a suspicious stranger. None of these incidents ended in disaster but as a conscientious head, Mr van Suchtelen wants maximum protection for his pupils. And while Lynn is decidedly middle class, this does not immunize its youngsters from problems, such as stress from divorce, or when the child of parents who both work has lost a key. Mr van Suchtelen also believes safe house stickers will deter child molesters in the same way that home watch stickers are thought to put off burglars.

Lynn now has 24 safe houses in operation, and the scheme looks likely to spread to neighbouring primary schools, and this despite the fact that the Cheshire force have yet to endorse the scheme officially. They have not started official vetting of participants, almost all of whom are present parents of pupils at the school. Mr van Suchtelen is happy that he knows them well enough and that their referees have provided a double security. The local crime prevention officer has been involved all along.

While Detective Inspector Jim Keenan, responsible for crime prevention across Cheshire, is broadly supportive of the scheme, he has some reservations, not least the security of the distribution and reproduction of those important window stickers. He believes that the scheme, with or without official national police backing, is likely to spread, and sees the Lynn operation as a potential test bed.

He recalls the salutary experience about four years ago of the "4D" scheme, in which children were invited to imagine themselves as members of a club, complete with badges and identity cards. The 4Ds listed the don'ts about being approached by strangers. The scheme was summarily dropped when an adult with an ulterior motive elected himself the "leader" of the club, with carte

A teacher at Oughtrington county primary (above, left), explains the "safe house" poster to pupils. Often stickers in a place like Lymington, Hampshire, appear near neighbourhood watch stickers.

blanche to approach cardholders. It was a contingency that no one had thought of at the planning stage.

Wendy Scott is an apparently ideal participant in the Lynn safe houses scheme. She has seven-year-old twins at the school, lives within walking distance, is a trained nurse and is currently a family advisory social worker in the area. But she too has reservations about the scheme. Her worry is that participants will "do too much" in trying to help a child who has knocked on a door.

Children who are the victims of non-accidental injury in their own home, children who have run away from home. In fact any children with more complicated problems than a grazed knee, need very careful handling, and despite the emphasis in the guidelines that children should be referred as soon as possible, the good-hearted impulse to get involved may have the wrong consequences. Wendy Scott believes that participants need training.

It seems likely that the safe house scheme will catch on, and although it has not been called on there yet, the Lynn version will attract a good deal of attention. Meanwhile, Lynn Jones, who has spent a good deal of time and money introducing the scheme (and is anxious to find a commercial sponsor) stresses that she would welcome constructive criticism: "I want people to think things through carefully and not just jump on a bandwagon. I want each headteacher, each school, each set of governors to ensure they think it through for their own areas... It's not something to be taken lightly."

The Safe House Parent Scheme can be contacted via Lynn Jones, 8 St Peter's Close, London SW11 7UH.

Closing the special gap

CAMBELL RUSSELL

In her article in *The TES* of January 17, Audrey Gaskell raises serious doubts about integrating children with special needs. I am totally committed to the integration of children with special needs both in an ideological sense and in the manner in which I work. However, I share many concerns with Mrs Gaskell.

There is an unstoppable tide of opinion that aims to sweep away some long-held beliefs about special education. Special needs is now to be about identifying problems and helping children to overcome them using a number of techniques that we packaged loosely under the title "precision teaching".

Quite what we have been doing before this revolution is not clear, but we are told by the evangelists of this new doctrine that the old model "clearly didn't work".

In this Brave New World the slow and disruptive are no longer to be confined to the broom cupboard of a classroom that seems to have been purpose built into each school for special needs teaching. We rejoice and rightly so. Special education needs is coming of age as a growing body of teachers come to realize that excluding large numbers of children and sending them off for "extra English" or "extra maths" is a model that has, at best, little social or educational justification.

The argument seems to run that we can integrate large numbers of children - certainly those already in secondary schools - and use the released resources to support them. Cost-cutting i.e.a.s may use this to their own ends, but my feelings of apprehension have nothing to do with the behaviour of such authorities. It is the lemming-like response to the cry of "let's keep them at the coal-face" that worries me.

In the secondary-attached special unit in which I taught before the 1981 Act there was a clearly defined separate curriculum. Wilfred Brennan makes the point that having a separate curriculum on offer means that there is an unbridgeable divide between the "special" and the "mainstream". It is unlikely that the staff of the unit would have disagreed with this view.

So why was there a separate curriculum and why were the children in the

unit not in mainstream with support?

These two questions have a common answer: in the professional judgement of psychologists and teachers, the attached unit best met the needs of the children.

Colleagues were quick to praise the quality of education on offer. The headteacher often commented that she wished that much more of her school could operate in a similar way. Parents appreciated the time that the unit had to allow for children's individual problems. Children who had experienced mainstream failure enjoyed the opportunity to succeed.

Here was a school that had, in Mrs Gaskell's words, thought deeply "to provide their special needs children with the education they deserve". However, there were still a number of problems. As long as we existed to catch the fallers from the integration programme there was no real pressure on main school staff to modify their curriculum to enable it to work. A second problem was the gulf between provision for these children for whom special education was deemed necessary and those for whom it was not. The gap between "special" and "remedial" was wide then and ever widening.

If special units become insular they cannot be instrumental in making the improvements in the curriculum and structure so essential for the less able mainstream pupils.

The question to be answered is "At what did this model fail?" It failed lamentably to get children back into the mainstream. Yet we didn't consider this failure, did we? We were deliberately keeping children out of the mainstream because, in our view, the curriculum was not suitable. We felt that we succeeded in that we offered the children a "relevant" curriculum; that we provided "a secure base" and a curriculum related to their needs.

The notion that special education is different and requires its own specialists has evolved since the 1960s. It is argued that this isolation has had a negative result, namely that children who do not readily slot into the responsibility of subject specialists.

I would agree with this argument, but those who voice such opinion rarely seem to realize that there has been a positive effect of our enforced isolation from the rest of the education world. There has been much good practice developed in special education that would have been difficult to develop in a broader context. We have developed a greater understanding of language development, conceptual development and general education that

may not have been possible in the situation of total integration with support. This is the positive effect.

Our evolution has been such that we now have available expertise that can be shared. I place the emphasis on sharing - not sacrificing for the sake of new ideology. We cannot surrender our responsibility for what is being taught. Neither, though, can we continue to have responsibility for just "our" children.

We have to accept a wider responsibility. It may sound naive to suggest that all teachers need to be involved in curriculum development and need to take a broad interest in education, not just their own discipline. Naïve thought it may be, it is nevertheless vital if the curriculum is to develop as a whole and not in disjointed parts. Special educationists have a key role to play in displaying their interest and more importantly the contribution they have to make.

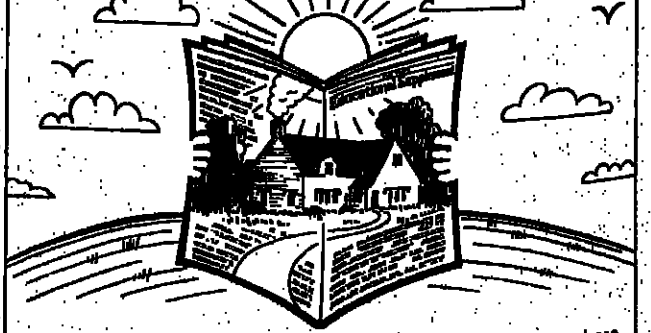
What of those pupils who find the day-to-day organization of large institutions overwhelming? Emotional support is far more difficult to organize than learning support. Both need time out for counselling and back-up. Here our expertise at managing small group sessions with specific objectives is invaluable, as is our whole child approach which is so often a feature of good special education practice.

What I am asking for is not the abandoning of units, special schools or remedial departments because the new ideology demands total integration. Let us see what they can offer and bring into our comprehensive those structures and techniques which were seen to provide a qualitatively better education service for children with special needs. It is my firm belief that the creation of an environment in which full integration can take place is the way to develop a more individual approach to children's needs and thus can our comprehensive schools become truly comprehensive.

Finally, then, to Mrs Gaskell and others, I would say that I agree that integration is worrying. But it worries me far less than some of the "education" offered in separate classes. Do we not recall that a strong argument for having non-selective schools was a social one, that children should mix with others of all background and abilities. Are we to deprive special needs pupils of this opportunity by maintaining a form of selection that may prove to be even more insidious and divisive than that which the majority of the country has now rid itself?

Cambell Russell is head of special needs, Kingsway High School, Chichester.

TAKING CARE



In finding tenants for your holiday home it is important that those to whom you are renting will care about it as you do. With over half-a-million readers from the caring professions, *The Times Educational Supplement* is the ideal medium from which we promote that cottage, gite or caravan. In addition, of course, we carry announcements for hotels and hostels for school parties. If we tell you that it is only £630 for a three line one you will be happy for us to take care of you.

Please contact: John Lidbrook, The Times Educational Supplement.

FEATURES

Going up in history

Humanities and social science degrees can be just as relevant and vocational as some of the technologies, Peter Beck finds.

Many historians might be tempted to compare the current state of higher education in Britain with the mercantilism prevalent in Europe during the 17th and 18th centuries. It was then that nations competed for a large share of what was assumed to be a fixed amount of international trade.

This fixed cake view appears appropriate for higher education, since recent fiscal and other limitations mean that one discipline's expansion can be achieved only at the expense of others. As a result, Government efforts to promote sciences possess damaging implications for humanities and social sciences, whose teachers in universities and polytechnics have tended not only to become somewhat demoralized but also to develop a kind of siege mentality.

In the case of history, which straddles both humanities and social sciences, this is reflected by the formation of a History at the Universities Defence Group and by the visit in October 1985 by a group of historians led by Lord Blake to inform Sir Keith Joseph of their anxieties about the state of history in schools and colleges.

The political and economic climate puts emphasis upon the demands of the market place. Now ministers exhort universities and polytechnics to ensure that their courses meet "national needs" for "vocationally-oriented advanced work of direct use to the creation of wealth in the country".

Although it has proved difficult to articulate the precise nature of "national needs", the Government has tended to interpret these objectives in terms of the expansion of "more appropriate" science and technology subjects.

The implication that most humanities and social science degree courses are irrelevant and expendable may make students think twice before deciding to study such subjects as English literature, history and sociology. My visits to schools have highlighted the unease felt by teachers, students and their parents about the future utility of studying these subjects at either GCE advanced or degree level.

Although we have been encouraged to think in terms of vocational and non-vocational degrees, in practice the distinction proves both misleading and meaningless. Just as most graduates from the so-called non-vocational degrees in the humanities find employment, so there is no guarantee

that a vocational degree will result automatically in an appropriate job. For example, one recent graduate complained:

"I am unemployed, and have been since I graduated; but not because my degree is purely of academic interest concentrating on culture and society - far from it, my degree is in town planning. I am just one who trained for a profession by taking a work-orientated course of study, but who now faces unemployment. I studied town planning because I was not keen, as a sixth former, to face a future with a "useless" academic degree."

Statistical evidence on graduate employment suggests humanities and social science graduates do find work in a wide and often surprising range of occupations - quite apart from the more obvious areas like teaching, the civil service and local government. During 1983-84, the last year for which statistics are available, more history graduates (18.4 per cent) entered financial work than teaching (16.6 per cent); in fact, almost 10 per cent of history graduates took up accountancy [table 1].

During 1985 a report on *What Employers Look For in their Graduate Recruits* was produced for the Standing Conference of Employers of Graduates (SCOEG) by Maurice Roberts, formerly of ICI and the CBI, who pointed out that, with the exception of scientific and technological occupations, "degree subject is of little importance", since employers seek graduates whose academic abilities are accompanied by qualities like diligence, tact, adaptability, leadership, and the ability to work well with others. For example, the United Kingdom Atomic Energy Authority (UKAEA) has prerequisites for management trainees that state:

"We are looking for candidates with good academic and intellectual abilities who are able to analyse and assimilate complex information and make sound recommendations based on it, and have the capacity to make effective use of words both on paper and in discussion."

Such skills of research, analysis, interpretation and communication prove an integral part of the process of study for degree subjects like history, where intrinsic merits as academic disciplines are reinforced by the manner in which they provide an excellent training in skills valued in the employment market.

Robert Pomeroy, who works for the Inter-American Development Bank, has argued from his business experience that "the successful conduct of business requires the use of skills well known to trained historians", a point verified by Sir John Sainsbury, the chairman and chief executive of Sainsbury's, who explained the benefits of his history studies at Oxford University:

"My studies of history have assisted me in many ways, including my ability to weigh different factors that are required before business decisions, and keeping relevant issues in due proportion, thinking always of the long term perspective... there is no doubt that studying history stood me in good stead."

His company has "always been happy to recruit history graduates as well as from other arts subjects and the sciences".

CA Slipper, chief careers adviser at Newcastle University, has confirmed that "degree subject is only part of the pattern of relevance", and the 1985 Association of Graduate Careers Advisory Services (AGCAS) survey of *What Do Graduates Do?* highlighted how higher education "opens up opportunities", particularly as "graduates are rarely trapped by their choice of degree subject" as "personal qualities, experience and flexibility can be as important as degree subject in determining a graduate's success in the job market".

The demand of the UKAEA, like other employers, for "good quality graduates from any academic discipline" means that a subject-based approach is not necessarily the best way to evaluate the inter-relationship between higher education and employment, especially as about 40 per cent of graduate vacancies are open to

Table 2: Graduate unemployment rates by subject: 1984 graduates

Low graduate unemployment (0 to 7 per cent)	Accountancy (2.8)	Aeronautical Engineering (4.0)	Hispanic Languages (7.0)	Law (2.8)
	Architecture (1.9)	Business Management (6.8)	Mathematics (5.8)	Production Engineering (1.1)
Average graduate unemployment (8 to 11 per cent)	Civil Engineering (4.5)	Education (3.9)	Mechanical Engineering (6.3)	Surveying (1.1)
	Electrical Engineering (3.2)	Medicine (0.8)	Metallurgy (5.6)	Theology (0.8)
Higher graduate unemployment (12 per cent and over)	Agriculture (10.9)	Biochemistry (10.9)	Drama (8.0)	German (10.1)
	Biology (11.4)	Chemical Engineering (9.2)	Economics (8.7)	History (11.2)
	Chemistry (10.1)	Classics (6.6)	English Literature (10.8)	Physics (8.1)
	Agricultural Biology (15.1)	Archeology (13.2)	Forestry (11.9)	Physiology (11.4)
	Art and Design (15.4)	Botany (18.1)	French (8.1)	Psychology (11.4)
			Geography (11.9)	Philosophy (14.8)
			Environmental Sciences (18.9)	Russian (12.2)
			Geology (12.0)	Sociology (12.4)
			Government and Public Administration (13.0)	Zoology (13.1)

Source: The Universities Statistical Record (compiled December 1984).

candidates from any subject. In such cases, so-called "vocational" degrees confer no advantage over those from humanities or social sciences.

Nevertheless, the prevalent view in schools and colleges is that science and technology degrees hold the key to good employment prospects. While several subjects from these areas possess excellent employment records, it is often forgotten that there are significant weaknesses - as identified in September 1983 by a *New Scientist* survey entitled "Jobless scientists are growing desperate". The article observed that unemployed graduates in biology, botany, zoology, aeronautical engineering and chemical engineering had been compelled to seek work unconnected with their degree studies, and concluded:

"What is certain, and somewhat surprising, is that in the last two years, the biggest rise in unemployment has been among graduates in science and technology."

Other neutral experts have made similar comments. Writing in the *Employment Gazette* in May 1985, Jason Tarsh, an economic adviser to the Department of Employment, referred to comparative unemployment rates by subject:

"Differences between subject frequently cut across boundaries, so that for instance some sciences have unemployment rates on a par with arts subjects."

The statistics for 1983-84 show several science subjects have unemployment rates which are not merely on a par with humanities and social science subjects but are far worse. English and history have some interesting bed-fellows, including chemistry, physics and chemical engineering [table 2]. Most degree subjects possess far lower employment rates than those of either the nation as a whole (14 per cent) or school-leavers

(between 16 and 34 per cent during 1982-83). Anthony Raban, the chairman of AOCHE, claimed that "higher education will not guarantee anybody a particular job, but there is no doubt that it will improve your chances of a job".

To quote again from the 1985 *What is Graduates Do?* "In general, graduates are still highly favoured group in terms of employment prospects", and since 1982-83 graduate employment rates have continued to improve, and are still improving, a trend not matched nationally.

Most careers experts believe the worst areas of the graduate job market - more graduate vacancies have been reinforced by a levelling-off in the number of new graduates entering the market.

Against this background, students at school and college should not be unduly influenced by myths circulating about the "irrelevance" and "irrelevance" of certain subjects, so that, in history the emphasis upon the subject's employment skills should not be allowed to obscure the interest, enjoyment and intellectual challenge of studying the past and the development of the modern world.

Humanities and social sciences degrees should not be seen as an academic dead-end - but rather as an impression created in some quarters - but rather as an academic springboard for various areas of employment as the result of the cultivation of a range of transferable skills valued by employers.

Hitherto, many academics have presumed a conflict between vocational and academic goals. In practice there need be no conflict since personal and intellectual qualities most valued by employers are essentially a function of academic excellence, thereby reinforcing the relevance of the so-called "irrelevant" degree subjects in the humanities and social sciences.

Peter Beck is reader in International History at Kingston Polytechnic.

Candidates for university places should not be too eager to please, Conrad Russell warns

Danger - mind at work

Perhaps few human emotions are more frequently self-defeating than the desire to please. In the annual ritual of university entrance interviews, the desire to please is of course present in a particularly acute form, and matters of intellectual conviction are those where it is particularly liable to be self-defeating.

In anything where so much of the candidate's future is at stake in a 20-minute performance, mythology is bound to develop. Candidates doubtless tell each other things like "They never interview you unless you put them first", or "You'll be rejected at once if you praise Professor X to Professor Y".

Perhaps fortunately, university interviewers do not often get to hear of the mythology: we never know what candidates have been told they must never say to us. That such mythologies exist, however, may safely be taken for granted. It would, perhaps, be heartless to deprive candidates of ineffective techniques to allay anxiety. Nevertheless, it is the object of this article to make an effective one available: to explain a little, further, what most of us are really looking for.

unmistakable smell of real intellectual conviction. It does not matter, at this stage, what the conviction may be about; the sheer capacity to have it about anything should be enough to get the interviewer interested.

Second, the capacity to justify the conviction from evidence, not just gut reaction. It is evidence which distinguishes an opinion from a prejudice, and a candidate who smiles sweetly and defensively on the grounds that "I like him" will not advance himself much. One who defends his belief by citing the skills he used on Queen Victoria or on Princess Marie Louise may do rather better.

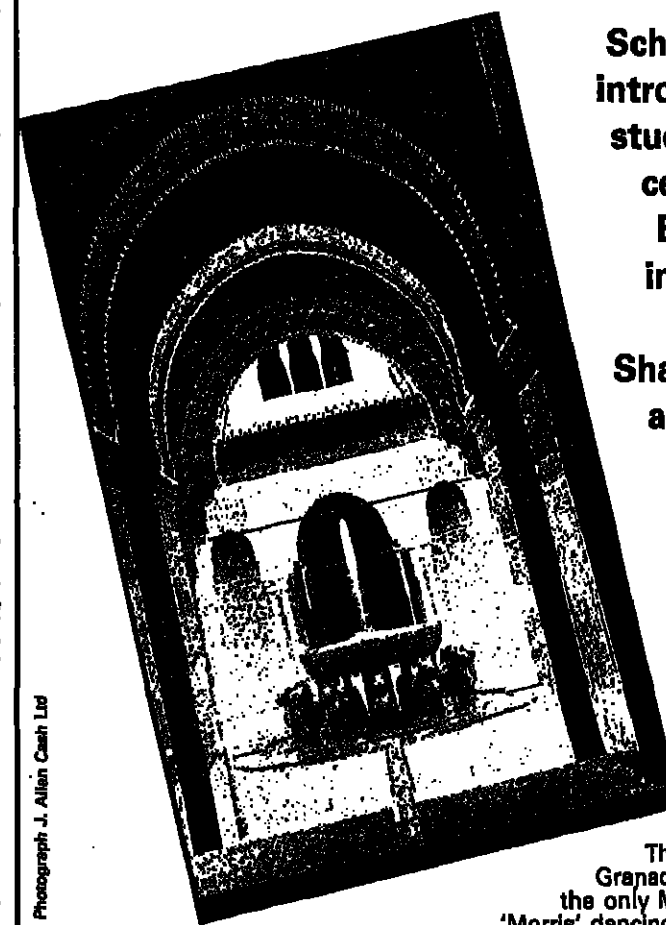
Third (and usually in that order), the capacity to think on your feet. Almost every candidate should be faced (if the interviewer is not too kind) with at least one completely unfamiliar line of piece of evidence. First-class candidates know how to adjust their mental jigsaw to accommodate the unfamiliar piece, or, at the least, how to exult by the task of attempting to do so.

With these points in mind, it may be easier, to restate the "interviewer's perspective".

FEATURES

Eastern promise

Schools need to introduce Islamic studies to undo centuries of European intellectual racism, Shahid Ashreef and Moeen Yaseen argue



The Alhambra in Granada is far from being the only Muslim cultural legacy; 'Morris' dancing is a corruption of Moorish.

The impact of Islamic principles and culture on Eastern and Western civilizations should be part of every child's education if we are to construct a truly antiracist education system. But Islamic studies must also be given the status of an option at O and A level, not as a ghetto subject for Muslim pupils, but as one that explores in rather more detail an antiracist approach to the social and natural sciences.

Islamic studies concerns itself with relationships between the Muslim and non-Muslim world - past and present. It is not intended to be RE with the Christian monopoly replaced by Islam, nor is it about teaching Islamic beliefs, except in passing and in the broadest terms.

Islam has the second largest following of any religion and its adherents are found in substantial numbers not only in the Middle East, the Indian subcontinent, Malaysia, Indonesia, Central, North and West Africa, China and the Asiatic states of the Soviet Union. It is important to investigate how a religion that emerged around AD 600 in Saudi Arabia came to be so widespread.

Despite its huge following, Islam is poorly understood in the West, and in this country the media consistently misrepresents the aims of Britain's 1½ million Muslims. The reasons for this are several fold: cultural racism of the West; collective amnesia about Islam's contributions to world civilizations; past rivalry between Christians and Muslims; the ascendancy of Western imperialism in the last 200 years; and an ignorance in the West, born of amazing indifference. Islam is portrayed in terms of polygamy, purdah, religious zealotry and, more recently, a militant fundamentalism that threatens the economic and political domination of the West.

During the Carter Administration, the Tehran hostages crisis sent many White House officials scurrying for copies of the Koran in an attempt to understand the popular Iranian resentment towards the US. The resentment, however, was based not on religious precepts but US economic imperialism, and political chicanery in the Middle East. That is why we hold that a study of Islam simply in terms of religious beliefs and practices is to marginalize a major cultural force and political block that has had a pronounced impact on many ideas and institutions considered Western in origin.

It is indefensible to make pupils aware of European influences upon culture without acknowledging the profound impact of Islamic civilization upon world cultures, including those in Europe. The Eurocentric classical studies in the curriculum, and television series like *Triumph of the West*, perpetuate racist ideas of Western superiority.

Celtic cultures always considered to be unique, even within a "European" context, have been shown to be fundamentally influenced by the Muslim Berbers of North Africa through trade links with Southern Ireland and Wales. The

Gaelic language, the Galway tradition of musicless singing, Celtic art forms, all are indebted to Islamic North Africa. Indeed, even the pattern of blood groups among Celts more closely resembles that of the Berbers than the English, suggesting a certain degree of inter-breeding between the groups in the past.

The traditional Morris dancing, always considered a quaint English custom, is actually a corruption of "Moorish" dancing performed with a hobby horse and bells in the manner of Arab minstrels. The Arabic influence upon European languages has been substantial, particularly Spanish and Portuguese. Even English is not without its Arabic influences as seen in words like zenith, algebra, monsoon, cotton, mattress, syrup, alcohol, sofa, and admiral.

Although Islamic contributions to science, medicine and mathematics are thoroughly documented, they are still not widely known by the Western public, and rarely do school curricula acknowledge the Islamic influences. This is not altogether surprising given the pervasive racism that refuses to acknowledge contributions from what have always been considered "primitive cultures". The suppression of Islamic influences upon Western learning dates from around the late 1700s when scientific racism came to the fore. Prior to this, Arabic textbooks were widely used in European universities.

A subject like Islamic Studies must consider the crucial and far reaching Islamic influence upon the Iberian peninsula and Southern France. New foods like lemons, sugar, tea, coffee, and subergines were introduced during the Islamic domination of the Iberian peninsula. The Muslims effected an agricultural revolution in terms of irrigation and new crops in the region. The cultural legacy to Spain is considerably more than flamenco and the Alhambra. The tolerance of the Spanish Moors, and the Islamic zeal for knowledge permitted Spain to become the intellectual centre of Europe. The cross-fertilization of ideas in Islamic Spain and in Sicily was crucial in the subsequent development of the Renaissance period.

The extremism of the Spanish Inquisition was partly a reaction to the occupation of Spain by the Muslims. However, Spain also underwent a collective amnesia about the considerable Islamic influences, and subconscious racial memory of Islamic domination drove the Spanish into exploitation of foreign lands and perverted their relationship with black people. Ironically enough, the three pilots guiding Columbus, the Pinzon brothers, were Moors.

The Crusades, although important, are all too frequently misrepresented in textbooks, which rarely investigate in detail the politics of the conflict, and the importance of securing trade routes. There is no attempt by the majority of textbooks to suggest that with the more pressing matter of Seljuks and the Mongols, the Crusades were of minor importance to the Islamic world.

Islamic conquest of the Indian subcontinent was to have profound political, cultural and social consequences in that part of the world. Indeed, it could be reasonably argued that the partition of India and Pakistan in 1947, and the subsequent emergence of Bangladesh, were all a direct consequence of Islamic domination of India. The development of Urdu and its widespread use in the Indian subcontinent derives directly from the Persian influence in the Mughal court. The pre-Islamic customs of purdah and veils brought to India by the Muslims were readily adopted by upper-class Hindus and subsequently infiltrated the entire Indian population. However, the cultural influences were not entirely one way. Hindu ideas influenced Muslims in ways that Muslims from that region are often reluctant to admit. Caste began to feature in Muslim marriages, the role of women was devalued (from its original Muslim ideals), and a reluctance to eat beef developed.

Islam has also served as a form of resistance to Western colonialism. (Purdah was a useful method to conceal weapons during the Algerian fight for independence.) The present politics of the Middle East cannot be separated from its legacy of struggles against Western colonialism. A proper understanding of the Muslim world's relation with the West would also have an important place in any Islamic Studies syllabus.

The topics an Islamic Studies syllabus might contain include:

O level History of the rise and expansion of Islamic civilization; the attitude of Muslims to non-Muslims; Islamic art and architecture; Islamic influences upon natural sciences and mathematics; the impact of Muslim traders; the Crusades; Muslim women in history; Muslim minorities in non-Muslim countries; Islam's role in the Renaissance of Europe; the diversity of Muslim countries and cultures; diversity in Islamic practices and legislation throughout the Muslim world; and Islamic countries' relations with the West.

A level Muslim impact upon the Iberian peninsula and European languages; the "Islamic Bloc" in global politics; Western bias against Islam; the impact of Islam upon literature; the Muslim world's struggles against European colonialism; and Islamic influence on Indian politics, religion and culture.

A study of the influence of Islam on Europe is especially relevant now, as, increasingly, Christians and Muslims become involved with one another. It has been recognized for some time that medieval Christian writers deliberately denigrated Islam. The more objective picture of Islam has not yet permeated into the secondary school system or higher education, both of which remain firmly entrenched in Eurocentrism, reinforcing racist attitudes both by omission and commission.

ARTS

1986 is the 10th birthday of the National Youth Music Theatre - an educational charity which exists to create music theatre for performance by young people to the highest possible standards. The company's achievements include the production of 14 new works covering a wide range of subjects and musical styles. They perform all over the country at festivals such as Cambridge and Edinburgh, at venues such as the National Theatre and on television where they have also been the subject of two documentaries. The key to their success, manifest in the outstanding achievements of these young people, is the pursuit of quality and professionalism. Jeremy James Taylor - founder and artistic director of the company - emphasises that "any talented young person who is seeking the opportunity to work at the highest possible standard of excellence in the performing arts in the company of others will be welcomed by NYMT".

As an experiment this year 50 children between 10 and 14 took part in a weekend course combining theatre workshops with general auditions. It was held in the first weekend of February at Pendley Manor in Tring, Hertfordshire, home of the Grass Roots Partnership who have offered the Pendley Centre to NYMT as a rehearsal base. The purpose of the weekend was threefold. First, to provide children with an experience of teamwork, cooperation and creativity in a social setting outside school. Second, to expose highly motivated young people to a structured course incorporating the skills of movement, vocal technique and acting. Third, to certify Jeremy James Taylor stresses "not most important", to select performers to join the company in future productions. The course staff - which included assistant director, Mark Patterson, head of performing arts at St John's R.C. School in the East End, Andrew Lumsden, assistant organist at Southwark Cathedral, a post he combines with much BBC work, Wendy Cook, senior lecturer in dance at Middlesex Polytechnic, and Jeremy James Taylor - impressed by their ability to relate to the young people in a warm, direct and purposeful way.

The weekend was divided up into 90-minute sessions, relaxed workshops in which small groups practised techniques of voice projection, breathing, assertion, concentration, memorization, script-writing in the form of oral story-telling, and trust in the group and workshops in which all 50 children danced, sang and acted with great relief. "So many children are destroyed at auditions by the 'next please' approach," says Mark Patterson. "If they're not leaving in the sessions then we're not doing our job properly." When he asked the children to speak for one minute on a topic of their choice, Mark was greeted with a spontaneous assortment of subjects: "Police should carry a Government Health Warning," "The Wearing of Socks should be Banned," "The Unfortunate Side-Effects of Baked Beans," delivered with great confidence and fluency. When Jeremy asked for opening lines to a story, without hesitation Meg Shorrey from Northwood produced the line: "Our little space shuttle boomed down and clouds of green steam came from our windows." The atmosphere of trust



Well played

Eleanor Kelly on the National Youth Music Theatre's 10-year success story

engendered allowed the children to be freely inventive and a sense of positively channelled energy, strong motivation, challenge and excitement prevailed.

The experiment was a resounding success and another workshop course is planned for November. It would be desirable if sponsorship could be found to establish a fund to encourage talented young people without means to enjoy the enormous benefits of such an opportunity. Jeremy described the weekend as "one of the most exciting projects we've ever undertaken - the children went away tingling - we must do more".

It is a measure of the go-ahead nature of this company that even in the face of financial hardship Mark Patterson is proposing to set up a group of 10 to 15 young people for a year as a travelling theatre workshop taking the NYMT's work into schools. "The Youth Training Scheme are willing to back this idea by paying the youths £27.50 a week and in this Year of Industry, Mark is hopeful that a business sponsor will be found to enable the project to proceed."

Jeremy James Taylor expresses a strong desire to engage the enormous potential among pupils in schools throughout the country but emphasises that he depends on drama and

music teachers and advisors taking the initiative. It is a credit to the enthusiasm, energy and single-minded determination of Jeremy and his team that they have survived for so long with no form of public funding. NYMT's published works - the material of which has been inspired by the children - have a great deal to offer schools. The company recognizes that its children are literally the best "players" and it is dedicated to galvanizing that ability to "play" well. Teachers, advisors and funders hold the key to encouraging, supporting and providing the necessary aids for its continued survival and success. It is a company which undoubtedly deserves a tremendous amount of attention and support.

NYMT are performing Jack Sprat VC at the Jeannette Cochrane Theatre from April 7-12 inclusive. (This event is part of The London International Opera Festival and is sponsored by The First National Bank of Boston.) Details of this performance and the company's future plans for workshops, productions and tours can be obtained from Jeremy James Taylor. Telephone: 01-542 1247.

Above: The Spotty Bow Tie Brigade in Tin Fan All.

Two-way journey

Learning Through Action: Inuit of Canada Commonwealth Institute.

There are times, watching theatre in education, when one can't help wishing that practitioners were a little less like actors and a little more like teachers. Learning Through Action's programme about the people who live nearest the Pole gave me no such misgivings.

The Inuit are the people who we used to call Eskimos. Their own name for themselves, as thousands of primary school children who have seen BBC Schools TV's *Zig Zag Know*, simply means people. Not that IATA's programme depends on any prior knowledge of the Inuit. All they ask of their young participants is that they come with clothing appropriate to a journey across the icy wastes of Northern Canada. The reason the company's teaching skills deserve such praise, is

that the process of taking them on that journey is entirely two-way.

The children are introduced to a "film maker" who gives a brief illustrated talk about the Inuit. She also demonstrates a lethal-looking animal trap and the idea that a lot of the experiences they will share will have to do with the way they think and feel about human relationships with animals. When they do finally meet the Inuit people - at various stages of their exposure to "civilization" - the actors-teachers in role are as interested in their guests as their guests are in them. The children are asked about their clothes, homes, languages, lifestyles, and feelings, as well as being introduced to those of their hosts. The effect, glossed over so often by TIE companies who are anxious to be about their theatrical business, is to put the children's personal experience in context of the imaginative world created for them.

They learn that the Inuit are increasingly subject to the demands and stresses of western civilization. The families are no longer nomadic, use rifles more often than spears, live in houses, pay rent, watch television. The ensuing hunt (along the old, traditional lines, with songs, stories and games and a night in an igloo) is terrific fun, but the real value of the programme comes when our film maker reacts with horror as the children rule enthusiastically into raw, fresh killed seal. With the help of the teachers' pack, in the comfort and warmth of their classroom, the children are perfectly primed to review their own feelings about human dependence on animals, using their knowledge of the Inuit to inform them. They're also introduced to a practical and highly enjoyable way to the phenomenon we adults knowably refer to as "culture shock".

"You can take the people out of the country but you can't take the country out of the people" is the sentiment at the heart of Nigel Moffat's play. Or at least, that's what we're led to believe as we listen to what amounts to a monologue from Mamma Decemba about her life in Britain.

Leaving an ageing mother in Jamaica, she and her husband John answer Britain's call to work in the Fifties, hoping one day to return to the West Indies to start their own business. But the work is hard, they have two children, and the prospect of a return recedes. Now Mamma D (as her friend Meriel calls her) feels ignored by her children and her husband has been dead for three months. Alone in her wedding photo of Charles and Diana for company, she has the occasional phone call and the odd visit from Meriel (whose problems seem far worse than her own). Mamma D bounces from manic joy to deep depression.

Television

Begetting it wrong

The odd anachronism was the trouble with *Quo Vadis?* (Channel 4, February 11, 12 and 13), though I am assured by Dr Adam's *Roman Antiquities* (1819) that the Romans did not write their letters on A4 paper but "folded them in the form of a little book, tied them round with thread, covered the knot with wax and sealed it, first wetting the ring with spittle". More damaging to its claim for serious attention was the way that Franco Rossi's lavish production seemed to blend effortlessly into the intervening commercials, colour photography, spectacle and a cast that sounded dubbed even when it wasn't, contriving to give what is known to connoisseurs of historical fiction as the Peterborough Effect so that at any moment you expect Roy Kinnear to march on, in breastplate and helmet, and say: "Yeah?"

The disbelief this creates has partly to do with language. The scriptwriters of *Quo Vadis?* hesitated between the pseudo-archaic, as when Nero told Poppaea: "I begot you with child". The slightly mannered style of 1, Claudius (BBC2, Tuesdays) came naturally to Robert Graves and seems "right" because he also used it for his translation of Suetonius. Distanced from modern colloquial by its distinctive tone, it has no need of an antique patina and so avoids the risk of begetting it wrong.

Marguerite Yourcenar, too, found a convincing voice for the Emperor Hadrian and made him interesting because he was at the same time a vehicle for her own obsessions. Perhaps it was reticence about them

(varieties of sexual love, for example) that made the Arena profile of her so boring (BBC2, February 11). But I suspect it had more to do with the of imagination evident in the rest of the programme, starting with a camera that approached every scene or object via the same routine movements (medium shot, close-up, etc) and an interviewer too respectful of Franco's first woman Academician to ask any dangerous questions.

Back in modern times, we were offered the usual bread and circuses - "largesses and spectacles". Dr Adam translates, remarking that after being deprived of the right of voting, the Romans lost all interest in public affairs. Food and Drink (BBC2, February 11) had a handy recipe for apple canapés and some moments in the McGulgan-Cabrera fight (BBC2, February 15) would have pleased a Roman crowd. The Channel Times agreement was signed, but Christopher Hird (Diverse Reports, Channel 4, February 12) suggested that the money might have been better spent on improving the cloacae ("sewers, drains, or sinks, for carrying off the filth of the city") and other public works. Lord Scarnan offered some wise advice about the problems of inner cities, including an informal system to deal with minor complaints against the police (Merrile Brinkman, Channel 4, February 13), while the news showed the metropolitan force's new riot control centre for training methods for use "as a last resort". Good and bad omen?

Robin Bus

Tasteful words

Reading lives! That is the message of Dillons Young Reader Competition which held its celebration lunch last Monday at Birkbeck College for prize winners and runners-up and their parents or other supporters. "Nice!" I heard one father remark appreciatively over the mushroom salad, "when your children provide your lunch." This, the second year of the competition, attracted 600 entries from all over the country, including one runner-up from Huddersfield who had read about the competition in *The TES*.

The task was to write about the reader's tastes and reading habits, and though the judges, Robert Lessons, Valerie Grove and Kay Gaylor, were looking for "enthusiasm and enterprising rather than a polished essay style", there was an impressive poise about the work. The winner, a 12-year-old, suggested that reading is good for writing. It was noticeable that all the main prize-winners admitted to having cut their literary teeth on Eddi Blyton, and one of the runners-up actually wrote her whole essay in defence of that writer, which seems at least to

Elizabeth Clarke's performance in the role is beautifully observed and genuinely moving. To the uninitiated ear, some of the play is fairly impenetrable, but the mood is always clear, sometimes painfully so. The story takes far too long to tell, though, and Moffat introduces us to the plot of John, classically dressed in grey for the part, far too early. His wife, Mamma D, actually starts to talk to him. When she does, her character is put into a completely new perspective. The first thing the couple do when they're reunited is have a blazing row, and it becomes clear that the couple Mamma Decemba felt so guilty about leaving is no longer the one she remembers so fondly.

Complimentary sets of the first five poems on the Underground - power poems by Shelley, Burns, W.C. Williams, Heaney and G. Nichols are available to teachers who stock books at Judith Chernaik, 124 Mansfield Road NW3 (01-485 1930). This week's poetry is just beginning: 25 more will have been displayed by the end of the year.

RESOURCES



Button wars

John Lewis reports on the electronic calculators which are winning the battle of the manufacturers

Ten years ago we were debating whether that new-fangled instrument, the electronic calculator, should be used by pupils. Many teachers were strenuously opposing its introduction and the examination boards had given no clear indication as to their attitude. There was a veritable galaxy of machines from numerous manufacturers to cater for a range of sectional interests.

Light Emitting Diodes (LEDs) or green fluorescent tubes were used for the displays, the bulky cases had to accommodate AA size batteries, which were soon drained, so mains power units were also provided. On/off switches were mechanical and the keyboards were anything but touch-sensitive. There was competition between manufacturers to see who could provide the most useless functions and the argument as to whether we should use algebraic or reverse Polish notation was raging.

All that was 10 years ago - today the electronic calculator is respectable. As calculators as slide rules and long tables were in 1975. Examination boards allow their use, though they may restrict which papers they can be used in. Sinclair, CBM (Commodore), Bowmar, Litronix, Novus and others have either moved on to other fields or fallen by the wayside. Texas and Casio, though, are still in there, fighting. Calculators today are slimmer, use low power Liquid Crystal Displays (LCDs) and may be solar powered. They have now come of age.

The biggest advance so far as the user is concerned is with the size of the calculator and the display. In fact these are related, since the LCD uses very little power, unlike the original LEDs. This has meant that small, long life, batteries can be used, thus making the case itself smaller. In fact the power requirements are so minimal that they can be satisfied by a light energy into electrical energy and the high-performance cells now available will even work in artificial light. Inside the case will be a single integrated circuit, not the usual black one with multiple legs but a thin, surface-mounted component taking up very little space. Again its power requirements are minimal and some calculators

tors even have a constant memory which retains information when the calculator itself is switched off.

The categories or types of calculator have become more clearly defined, though some manufacturers are still fighting the multiple button war and offer un-necessary functions in some categories. Firstly there are the basic models with the four functions of addition, subtraction, multiplication and division and now, invariably, square roots, percentages, constant and memory. Next comes the scientific machines, still having the basic features but capable of working in scientific notation with logarithms; powers; trigonometrical ratios of sine, cosine, and tangent; reciprocals and possibly the statistical functions of mean, standard deviation, variance and factorial. They should also be capable of coping with parentheses, or brackets.

Specialist calculators tend to cater for specific groups of users, such as financial analysts, statisticians, computer experts and the like, who may require to work in binary, octal or hexadecimal, do regression analysis, permutations, combinations and cope with angular measurements as well as hyperbolic functions.

The fourth category are those programmable calculators which are like mini-computers in that programs can be stored and used for different sets of data. Some just remember the key stroke sequence, while others have a QWERTY type keyboard and support something like a BASIC language. Finally we have the hybrids which combine some arithmetic functions with either a clock and stop-watch facility or a database in which you can store telephone numbers or schedules.

Needless to say, the above can be in all shapes and sizes including designer-styled, credit card-sized models. Most will be available as battery or solar powered and the basic machines may also be available with printing mechanisms to give a hard copy printout. For school use most requirements will be satisfied by either the basic or scientific models. For junior schools an eight-digit display will be more than adequate and the calculator can be either solar powered or have batteries. If batteries are fitted, check that the calculator has an automatic power off

Stargazer
Price £4.95
George Philip & Son Ltd, 12-14 Long Acre, London WC2E 9LP.

With remarkable ingenuity, Halley's comet was turned into a marketable commodity. British Airways laid on special comet-watching flights. Halley whisky and champagne went on sale. But the zenith (or nadir, depending on your viewpoint) seemed to be the American who was reported to be selling shares in the comet "incorporated under the laws of the Milky Way". A comet's tail contains a large amount of gas and dust; much the same is true of the Halley industry.

The potential Halley-watcher would be far better off with a pair of binoculars and a knowledge of the constellations. Though the *Stargazer* pack

includes a modest contribution to the Halleybaloo in the form of a slender booklet giving elementary information about the nature and path of the comet, its most useful features are a Planisphere and a booklet called "Signpost to the Stars", both of which should help the beginner to find most of the major constellations visible from Britain. Particularly valuable are the hints in the "Signpost" on how to use one star or constellation to locate another. The section on the planets and nebulae that concludes the booklet is rather more fragmentary.

The final item in the pack is a chart of the stars, which takes more knowledge for granted, as if the compilers were uncertain about the intended market. But one could easily find worse uses for £4.95 - a half-bottle of Halley whisky, for example.

Ashok Bery

The adman's game

The Advertising Campaign
Price £1.25
Produced by the Teachers' Resources Centre, 8 Thurlow Road, Leicester. (tel: 0533-707015).

This is a classy and invigorating example of media studies percolating ever further down the age ranges. Though even A-level students could have good fun lying about holiday cottages, planning radio and TV adverts for the same products, and picking out the differing appeals (to sex, greed, power, humour, dream and fantasy and so on) to be distinguished in the advertising around us, the early teens would enjoy and benefit from it more. Of course the booklet has an anti-consumerist, anti-

capitalist bias, but this is common to media studies material and is (dare I say it?) induced by the money-spinning fatuity of what is being studied. There is a great deal of humour in the booklet, which is pitched at about the 13-year-old. The booklet moves from useful facts about the mass media to an examination of the methods, both physical and psychological, used by advertisers, and on to projects and games in which the understanding thus gained can be used to beat the admen at their own game.

All good grubby fun, and the inventors of "Bogysale" as a turn-off name for paper hankies certainly deserve a few orders to stimulate growth.

Victoria Neumark

Take your school around the world with Operation Raleigh

Follow the progress of Operation Raleigh and join thousands of young 'Venturers' in their adventurous quest for a better understanding of the world we live in - its climate, peoples, cultures, animals and plants... in plenty and in famine. Operation Raleigh Resource Packs are designed for pupil-centred project work at the top of junior school (8-11) and humanities courses in lower secondary school (12-14). The packs will encourage pupils to develop their own powers of observation and investigation. The materials are directly derived from Operation Raleigh's four-year expedition around the globe. The first packs cover the Venturers' activities in the rainforests and deserts of Central and South America during 1986.

Pack 1 contains a video, detailed teacher's guide, colourful pupil's project book, 25 investigative workbooks, the 'Rainforest' game. Plus FREE WALLCHART. Excellent value at £29.50 + £4.03 P&P/VAT.

Further details from: Operation Raleigh, Education Project, Operation Raleigh, The Power House, Alpha Place, Flood Street, London SW3 8SZ. Tel: 01 361 7841.

Operation Raleigh
... a fresh approach to learning

Operation Raleigh gratefully acknowledges financial assistance for the production of this Resource Pack from TSB Bank.

notes
The British Library's Research and Development Department has given priority to research examining the nature of information skills and illuminating the problems of teaching and learning these skills. They are keen to disseminate the results of this work, including any teaching materials arising from it. The leaflet may be obtained from Publications Section, British Library.
HULTON TAKEOVER
Audio Learning Educational Publishers have now taken over the distribution of all Hulton Educational Publication filmstrips. Anyone interested in acquiring filmstrips from Hulton's should now address enquiries to Audio Learning, 740 Holloway Road, London N19 3JF.

RESOURCES/VIDEO

Double Take
Produced by the DHSS
Secondary schools in England and Wales can apply for one free copy. Also available for free hire or purchase from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN (tel: 02407-44333).
Better Dead? - Then and Now
Junkie
Introductory notes and details of prices from Project Icarus Ltd, Raglan House, 4 Clarence Parade, Southsea, Portsmouth, Hants PO5 3NU (tel: 0705-827460).
Working With Drug Users
Produced by the DHSS
Teaching and resource pack. Details of free loan or purchase from CFL Vision.

Drugs education is a minefield fraught with confusion over exactly what it is meant to achieve. It has been on the school curriculum, under a number of guises, for many years, but it is difficult to gauge whether the various approaches have had much success.

What is abundantly clear is that drugs education within schools must be part of a carefully-planned personal and social education course. Suddenly deciding that the dangers of heroin or cocaine must be taught to the fifth year will not necessarily end in disaster - indeed for a short time the students will be intrigued with the teaching materials - but the point of these carefully-designed films and packages will be lost without careful advance preparation. Further, the people who might be able to help the most but frequently understand the least, parents, must be given the opportunity to see and discuss what the various agencies are attempting in drugs education.

The videotapes reviewed here offer three different ways forward: using well-known television actors to promote a non-drug lifestyle; following the lives of drug addicts over time; and employing the case study approach for adults working with drug users. They are supported by detailed booklets, suggesting follow-up programmes and suitable contexts for using the films.

Double Take, "an integrated package of two drug education programmes with videos and printed teaching materials" launched with a great fanfare by the DHSS, will be immediately familiar to students, as the first tape,

Beyond shock tactics

Richard Evans on the range of strategies employed by drug education programmes



Minder, features George Cole and Dennis Waterman. The second tape, **Thinking Twice**, takes the form of a theatre workshop in which a group of teenagers adopt a series of roles and present and discuss facts and choices about legal and illegal drugs. It is important to note that this package is aimed at 13 to 15-year-olds and it is, therefore, an attempt to deal with the worrying trend of ever earlier experimentation with illegal drugs. In other words, it is in the preventative tradition rather than the shock tactics tradition of drugs education.

Briefly, **Minder** is about a boy called Shaun, the teenage son of one of Arthur (George Cole) Daley's dubious friends, who arrives in unfamiliar London and has to cope with some difficult decisions mainly as a result of being offered drugs at a party. Terry (Dennis Waterman) is given the task of looking after Shaun. The issues raised, such as Shaun's statement "It is my decision whether to risk (taking drugs) or not. It is my life", contrast with the worldly advice of Terry: "It might start feeling

good. It won't end up that way. And ask yourself why they want you to feel good. It costs money. People want you to take drugs so they can buy more for themselves".

This is a good tape and will help many teachers in the planning of courses and teaching strategies. More importantly, teenagers will relate to the central characters. Parents, I think, would welcome viewing and discussing this package.

Project Icarus, a health education charity, has produced four new films about drug misuse, **Better Dead? - Then and Now** and **Junkie**, a three-part series charting the experiences of a number of addicts from varied social backgrounds.

Better known is the immensely controversial **Better Dead** film of 1972, which the BBC refused to show in full (despite the fact that the Metropolitan Police had no qualms about showing it to groups of pupils). It was undoubtedly unpleasant and had a number of lurid shots of addicts injecting themselves. In showing that film on several

occasions to different groups, I found that only once did a pupil leave the room. There is no doubt that it served the purpose of shocking many pupils (and staff) into thinking about heroin abuse. However, the evidence today suggests that shock tactics are no longer effective and the easier availability of illegal drugs suggests a far more complicated problem, not helped by what today's adolescents see as stereotyped images of 1960s-type junkies in films and videos. This is where **Double Take** has the advantage with young people of taking a contemporary media setting.

Better Dead? - Then and Now brings us up to date on the lives of the original participants of **Better Dead**. Although it has sequences from that film - the coffin in the chapel, the close-up of fixing with hyperdermic needles in the arm and the leg, the body in the hospital morgue - it tries to convey how the addicts have attempted to rid themselves of their addiction. The film makes plain that giving up heroin addiction is difficult. Nor is it inevitable;

able; some of the individuals in the film have been addicted for 15 years.

Junkie is the first of three films featuring four heroin addicts. It aims to show that "age, sex or family background offer no immunity against heroin addiction". The next film, **Janine**, looks at the problems of a bank manager's daughter and the catastrophic effects her addiction has on a supposedly ordered family. The third film features the work of Alpha House, an innovative rehabilitation centre run as a private non-profit-making concern in Hampshire. These tapes should be used in sequence with direct class discussion and, as the notes state, as "visual aids only, not a self-contained set of answers".

Working With Drug Users is an informative and helpful video training package for use in courses for health, social services and professionals who need knowledge and expertise in working with drug users. The two and-a-half-hour video, with teaching materials divided into 10 modules, has four objectives: to take the mystery out of drugs; to provide information about the range of agencies for helping drug users; to illustrate how to assess a client's drug problem; and to change the view that drug users are totally different from non-users and therefore only drug specialists can deal with people with drug problems.

This video contains interviews with a variety of clients and it emphasizes the necessary point that drug abuse is no longer on the fringes of social deviant culture, but is part of a "whole fashion and style" which does not regard social class. Drugs may be taken for experimental, recreational or chaotic dependent reasons, but they are not restricted to any particular social group. The video emphasizes that any approach must take into account the fact that some people are actually enjoying the taking of drugs and that a blanket condemnatory approach to the problem is counter-productive.

Those in education have a particular difficulty because society expects that by education and explanation teachers and other professionals will have a miraculous effect, instantly reducing the size and seriousness of the problem. The truth is more complex. These packages are all valuable approaches to drug education, which teachers will find of assistance. They are an advance on earlier approaches, but it remains to be seen whether they will have any greater effect.

Those in education have a particular difficulty because society expects that by education and explanation teachers and other professionals will have a miraculous effect, instantly reducing the size and seriousness of the problem. The truth is more complex. These packages are all valuable approaches to drug education, which teachers will find of assistance. They are an advance on earlier approaches, but it remains to be seen whether they will have any greater effect.

Sir Thopas

Chaucer in Performance
VHS £28.75; free to Kent i.e.a. schools
Kent Educational Television Centre,
Barton Road, Dover, Kent CT16.

Until recently, we expected everything we saw on television to have the production standards associated with BBC and ITV. With the proliferation of non-broadcast video, however, we are now much more likely to accept low-budget productions for what they are. No-one need offer any apologies for the technical quality of **Chaucer in Performance**, a new 26-minute video from Kent Educational Television Centre. It is a proper, structured programme, made on a variety of locations and presented by Dr Peter Brown. He is a lecturer in English at the University of Kent and in this programme he sets out to show how Chaucer's poetry was originally designed to be performed and how an awareness of this fact makes its appreciation that much easier.

He begins by showing how books could be produced only by scribes in Chaucer's time and then introduces us to a present-day "performance" poet, Charles Thompson, reading his own work to sixth formers in Thamesmead. Following this, Dr Brown makes some salient points about Chaucer. He reminds us that writers often borrowed familiar tales to avoid confusing their live audiences; and that their craft lay in their arrangement of the material and in their use of rhetoric.

All this makes for a fast-moving and very useful first half of the programme. The second half consists simply of Dr Brown, dressed up as Chaucer, reciting a version of "Sing a Song of Sixpence", which employs the devices of a 14th-century poet and which lasts 12 minutes. It seems much longer, partly due to the fact that the camera is fairly static, but also because this performance does remind me irresistibly of "Sir Thopas", Chaucer's own parody of pompous verse. That apart, this tape will prove illuminating to all fifth and sixth formers studying Chaucer.

David Self

CAN YOUR CHILDREN SPELL?

Even the most basic words seem to cause problems for children nowadays - and for quite a few adults too. Not only disadvantageous socially, poor spelling can even make job-hunting harder. Webucational have the answer: spelling linked with music! Yes! We've taken a hundred of the most used words in the English language and recorded them to music on a stereo cassette. Each word has its own tune or single and appears not once but several times. They're all thoroughly tested! **Spell** is a melodic with **SPELLODIES**, recorded in stereo on chrome cassette at £5.95 plus £5.95 postage and packing. Send cheque for £8.90 payable to WEBUCATIONAL, Dept TES 881, P.O. Box 81, Wimborne, Dorset BH21 3UT. Remember to enclose your own name and address. Expect delivery in 14 days.



Vis-à-vis

Tim Parke on an ambitious French course 'with a difference'

Images de France
VHS £19.95
Students' booklet
A Kinkinson and M P Kerfant
Language Video Productions, 6 Douglas Road, London E4 6DA.

Images de France is, say the publishers, "the video course with a difference", featuring everyday French and "a completely new approach to language learning". It is aimed at a wide market, from *débutants* to "young people needing more individual practice (sic) for their exams", and is designed for the home learner. The nine programmes on this first cassette (two more to follow) include two test units.

The typical format of a programme is a five-minute scene - for example, a restaurant scene - in which the student is normally designated a role to aim at performing after practice. This initial presentation is sub-titled. The following commentary translates the dialogue virtually word by word, and explains grammar points. Excerpts from the film are repeated with an invitation to listen for the points just elucidated. The dialogue is rehearsed with the student, who is invited to repeat sections with the voice-over. The film is then re-presented with either all or some of the sub-titles deleted, and the responses are repeated. The strategy is thus presentation followed by explanation and participation.

The basic ideas of early student participation in a dialogue given meaning through a visual situation, which in two programmes becomes a face-to-face dialogue, seem to me innovative and imaginative, though a little informal. Consumer research indicates some reluctance to talking in the TV screen, perhaps sub-titles are unnecessary in

initially, as they make for a reading activity and reduce purposeful listening. The amount of repetition is prodigious: a sequence may be intended to be viewed straight through three times, as well as in separate sections, and this is wasteful of video time.

But there are more serious shortcomings. The enormously simplified dialogues, tediously and sometimes misleadingly translated, are presented exclusively as lists of language items to be learned, not as examples of communication. This approach becomes noticeably inadequate, and runs counter to basic video concepts, when we are invited to watch a restaurant scene "listening for the little words *le, la, du, de la, un, une, etc.*". Some grammatical items are explained perfunctorily (the perfect tense), others less clearly (for example, the meanings of *à*).

While the video is visually attractive, and features agreeably clear voices, there are serious production defects. Voice/picture and voice/sub-titles are sporadically out of synch from the beginning. Occasionally an oral explanation fails to match the text on the screen. Added to these are some editing defects. Some items are explained twice, whereas *il y a*, for example, is tested before it is taught. The very rare lapse of performance on the part of the actors, initially minor, acquires importance simply by dint of repetition - "I'm afraid I began to wait for the bread-board to fall over in programme eight."

It is regrettable not to be able to recommend this ambitious course, whose imaginative strategies are sadly outweighed by conceptual confusions and more straightforward technical failures. Chief among the confusions is uncertainty over what video does best - present language as communication - which this course doesn't.

SIX CENTURIES OF VERSE
Thames Television's "Six Centuries of Verse", edited by contemporary poet and critic Anthony Thwaite, was an unexpected winner when first broadcast on Channel 4. Now the series of 16 programmes which range over the whole field of English (and American) verse from Chaucer to Ted Hughes has been released on video.

Narrated and introduced by Sir John Gielgud, it features some of the best verse-speakers of today: Ian Richardson, Gary Watson, Julian Glover, Peter Ashcroft and Lee Rieck, among others, read extracts and whole poems in locations associated with particular poets.

Such expertise does not come cheap, however. The 16 programmes are spread over four cassettes (VHS only), each priced at £60 (plus postage and VAT) or available as a complete package for £200 (plus postage and VAT). Further information from Thames Television International, 306-316 Euston Road, London NW1 3BB.

VIDEO CATALOGUE
A new educational video catalogue has been released by Educational Media International. It includes over 200 video titles on parenting, new technology, children's stories, people in other countries, international issues and economics; leaders of the 20th century and looking after your health. Free copies are available from Educational Media International, 25 Botolph Road, London W5 3AL.

briefings

radio & tv

For schools

EXPERIMENT: PHYSICS

(Monday, 10.28 ITV)
An modified version of the apparatus used by Robert Millikan in his oil-drop experiment features in this programme for sixth-form students. The reaction of the droplets in an electric field are observed by a high-power microscope and a high sensitivity closed-circuit television system.

CHOICES

(Monday, Tuesday, 00.30 VHF4)

NB These four programmes offer advice to different age groups on how to choose suitable courses. Margaret Koring discusses choice at 14 to 16, 16-plus and 18-plus from the point of view of exams, establishments and vocational opportunities.

INSIGHT

(Tuesday 9.30, Wed 11.20 ITV)

"Looking Both Ways" concentrates the minds of hearing-impaired children on the use of past tenses and looks briefly into the future.

SCENE

(Wed 11.40, Fri 14.00 BBC2)

"It's a Wheelchair Not a Pram" is a film for 14 to 16-year-olds, which follows the return to independence of a teenager paralysed in an accident.

LOOKING AT NATURE

(Wednesday, 14.05 VHF4)

A magazine-style programme to encourage seven to nine-year-olds to become interested in spotting spring plants and birds.

SEX EDUCATION

(Wednesday, Thursday, 00.30 VHF4)

NB A short series for upper secondary pupils, in which relationships, emotional and physical changes, conception and contraception are discussed frankly in interviews with parents, young children and doctors.

NEAR AND FAR

(Thursday, 11.00 BBC2)

"Changing Places" is a two-part unit about a town park and a Devon valley, which are both involved in environmental change. Nine to eleven-year-olds see that the places are not only for leisure but provide work of different kinds.

THE HISTORY TRAIL

(Friday, 10.38 BBC2)

A documentary programme for nine to eleven-year-olds. "The New Machines" shows how the cotton industry was transformed in the last half of the 18th century into the most important and modern industry in Britain.

TEENAGERS TALKING... WORK

(Friday, 00.30 VHF4)

NB Pupils from different parts of the country talk about their career prospects. Fact sheets give advice on the choice at 15, how to get a job, the sixth form, YTS and unemployment.

General Interest

HOW TO SURVIVE THE 9-5
(Friday, 22.30 Channel 4)

This programme, presented by Professor Cary Cooper, looks at the importance of relationships at work and what can happen when they go sour. One interviewee is a teacher who left the profession after 20 years because of the effects of stress. His case and others are explored, asking what can be done.

Return of the Lilliputians

Hugh David reviews a latter-day sequel to 'Gulliver's Travels'



CHILDREN'S TELEVISION

The Return of the Antelope
ITV, Sundays 5.00pm
Some regions 4.30pm
Alice in Wonderland
BBC

Writing *The Return of the Antelope*, said Willis Hall, was almost a case of putting the cart before the Houyhnhnms. He came up with this latter-day sequel to Jonathan Swift's *Gulliver's Travels* only after the boffins at Granada Television had told him they were experimenting with video technology and looking for a story which would allow them to mix normal-sized figures with miniaturized actors in the same picture. Something to do with Lilliput seemed the obvious answer.

It is necessary to bear this in mind while watching the series. Fun though the story is, everything grows out of the central conceit of having two full-sized children apparently talking to and even picking up three nine-inch-high Lilliputians.

Named Brella, Spelush and Fistran, they are the only survivors of the wreck of the *Antelope*, a Lilliputian vessel which had set out to retrace the journey of Lemuel Gulliver who discovered Lilliput, Brobdingnag and those Houyhnhnms while on a voyage on a similarly-named vessel 200 years previously. They do not fare so well, however. Their ship is wrecked on the coast of England and they are "captured" by two Edwardian children.

They face an updated version of the problems Gulliver encountered in Brobdingnag. Climbing down from a

breakfast table becomes an Alpine descent. A delivery of coal while they are trapped in the cellar resembles a volcanic eruption.

It all makes for good television. The boffins "Chromakey" technology, around which everything revolves, is used to greater effect than in almost any other series and Willis Hall's script makes the most of the clash of two cultures.

The obvious comparison is with the BBC's recent serialization of *Alice in Wonderland*, which was transmitted at almost the same time on Sunday afternoons as the opening episodes of *The Return of the Antelope*. There again the tricks of the trade were well used. There was a sepiatime prologue to each episode (featuring Lewis Carroll, young Alice and her sisters), music and an apparent desire to do things properly. Certainly every facet of Carroll's whimsy seemed to be faithfully recreated on the screen. Alice did grow larger when she drained the contents of the bottle labelled "Drink Me". There was a proper white rabbit, a brace of frog footmen and a Cheshire cat which really did grin.

It made a perfect introduction for newcomers to the book itself. *The Return of the Antelope* might well do the same for *Gulliver's Travels*. (It certainly will for Willis Hall's delightful children's novel of the series.) But although the BBC might be tempted to follow *Wonderland* with a dramatization of *Alice Through the Looking-Glass*, it is doubtful whether even Granada could give us a series in which Lemuel Gulliver is confronted by the colossal Brobdingnagians, let alone the Houyhnhnms.

Rock 'n' poll

CONTINUING EDUCATION

Red Herring's

BBC2 Thursdays, 5.30pm.

"More people are going to listen to a pop musician than a politician," says the young record buyer in next week's edition of this excellent youth interest series. He's probably right. But judging by the response of some fans interviewed last year at a GLC festival, the Labour party isn't going to get the political bonus out of rock that they'd hoped for. Many music devotees, including some who attend rock 'n' roll events, prefer their music messages.

What the programme very clearly shows is two distinct ways in which pop and politics feed off each other. Musicians who have since formed "Red Wedge", and are currently on tour, are overtly propagandist. Some, like Billy Bragg and Paul Weller, are eloquently so. But there's an uneasy relationship between the Wedge and the Party,

simply because the young musicians don't want to appear the politicians' PR creatures.

There are also the musicians, working in an increasingly video-dominated market, who have hi-jacked political images because they look good with the music. The film presents a band called "Test Dept", whose stylish (but politically incoherent) piece called *Gdansk* uses grainy archive film and music concrete created by bashing political positions? It depends entirely on views and tastes of the young consumer. In any event, the pop generation largely liberated by punk are getting much more food for thought with their music, and this film, though slightly outdated, depicts a trend worth watching.

The whole notion of "youth culture" as depicted by the media is challenged in "Youthwatch", the last of this series which early on was subject to the

dramatic withdrawal of a programme about the young houseless. The GLC and a number of pressure groups had combined to place advertisements in the national press drawing attention to the state of the week's *Red Herring's*. The programme was "pulled" by the BBC as an assertion of editorial independence and shown again later.

"Youthwatch" sets out to discover what the media mean by youth and what youth mean by media. It's been done before and it will be done again, but this programme succeeds in making one point very clear, through interviews with ad agency creatives and the manager of two big selling teen magazines. The point is that the media herd youth into a ghetto, first to blame them, where possible, for social ills and, second, to form their buying patterns into commercially profitable habits.

Nick Baker

Skill against skill

The Skill Olympics
Channel 4, February 16.

What do a hairdresser from Cardiff, an electrician from Edinburgh, a chef from Birmingham and an engineering miller from Sevenoaks have in common? They were all part of the 24-strong team who represented the United Kingdom in the 28th International Vocational Training Competition, held in Japan last October.

This programme about the "Skill Olympics", made in conjunction with the City and Guilds Institute in London, focuses on these five young people from the team and explores their attitudes to and training for their skills and their approach to the intense pressure of the competition.

The Skill Olympics takes place every two years and draws together competitors from the main industrialized countries who pit skill against skill. Every kind of technical skill is represented. The competition exists to enhance the status of the craft and technical trades, hence the City and Guilds' involvement. So far it has had little impact here, despite the fact that it has been running for 28 years.

The programme succeeds in depicting the sheer enthusiasm and expertise of a group of young people working in unfamiliar surroundings against countries with a superior technical capability. Of the top 10 prizewinners, Japan, South Korea and Taiwan were far ahead with Britain and the USA tying for 10th place.

Surely there is something in the fact that the two British medals were a gold for ladies' hairdressing (won by an ex-royal punk) and a silver for jewellery. Are we sufficiently concerned about our industrial and scientific base?

cerned about our industrial and scientific base?

Inevitably, perhaps, a patriotic fervour runs through the commentary. The best words come from the competitors about their experiences of Japan and approaches to training. This programme, to be repeated in the autumn, should have a wide appeal to the 16-plus and dispel some of the myths about the dullness of vocational training.

Richard Evans

4

Titles Available For Recording From Sunday 23rd February 1986

Approximate Transmission Times.

Sunday 23rd February
2.00pm P.O.'s Free Code B
3.00pm The Beatles: The Long and Winding Road
4.00pm The Beatles: The Long and Winding Road
5.00pm The Beatles: The Long and Winding Road
6.00pm The Beatles: The Long and Winding Road
7.00pm The Beatles: The Long and Winding Road
8.00pm The Beatles: The Long and Winding Road
9.00pm The Beatles: The Long and Winding Road

Monday 26th February
1.00pm P.O.'s Free Code B
2.00pm P.O.'s Free Code B
3.00pm P.O.'s Free Code B
4.00pm P.O.'s Free Code B
5.00pm P.O.'s Free Code B
6.00pm P.O.'s Free Code B
7.00pm P.O.'s Free Code B
8.00pm P.O.'s Free Code B
9.00pm P.O.'s Free Code B

Late Changes (0733) 312162

EXTRA



Middle school challenge

Carole Knight discovered that there was no magic formula for her task

I teach in a combined first and middle school with children ranging in age from five years through to 12 years. There are approximately 280 children attending the school, 100 in the first school department and 180 in the middle school. As well as the old school building which dates from the last century we have a modern building for the 5 to 8-year-olds and another modern unit consisting of four rooms designed for teaching subjects needing specialist equipment, i.e. pottery, science and cookery.

At the time I joined the school there was no home economics being taught. There were a number of reasons for this omission. In the early part of 1982 rising numbers in the middle school and several staff changes resulted in a complete rethink of the whole situation. The outcome was a decision to leave the first school as three classes in their own building and to group the 8 to 12-year-olds into six classes: three parallel mixed-ability classes of first and second years and three parallel mixed-ability classes of third and fourth years. The three classes of older children were to be situated in the unit containing the specialist equipment. It was decided to try to utilize all the equipment we had, at least for the children in the senior two years: approximately 90 to 95 children.

By careful timetabling we have managed to have the whole of Wednesday and Thursday mornings devoted to

subjects which, in the main, require this specialist equipment. The subjects taught in these half or whole morning sessions are art and craft, environmental studies, science and home economics. At half-term the two groups that did art and craft for a whole morning swap with the groups who did home economics. The teachers involved in these two subjects considered that they could achieve more if they had the entire morning with the children for half a term rather than half a morning per week for the whole term. Bearing in mind the nature of these subjects this was thought to be the best arrangement and has indeed proved to be very successful. It is in fact much more difficult to explain than it is to operate and the children have no problems remembering where they should be.

I undertook the job of teaching home economics to the third and fourth years every Wednesday and Thursday morning. I am not a specialist home economics teacher and had received no training for the task. It was, therefore, with some fear and trepidation that I began to think about the task ahead.

Fortunately, I had several months in which to prepare. I started by attending a series of meetings for home economics teachers chaired by the county inspector. The purpose of these meetings was to discuss the work which was currently going on in middle schools leading on to suggestions to be

considered by the inspector when formulating the county guidelines for home economics for middle schools. I found these discussions helpful and reassuring; as I had thought, there was no magic formula. Each school was tackling the subject in a different way according to their various constraints. My conclusion was that each school is a unique situation and I could not model my syllabus on any other scheme that I had seen. I decided to "Do it my way".

I began by thinking about the general aims and objectives of teaching HE in the middle school, for example, to lay the foundations of knowledge, attitudes and skills and to generate an interest in the subject. I then went on to identify more specific skills: communication skills, physical and practical skills, observation skills, creative and imaginative skills, study skills, numerical skills, problem-solving skills and personal and social skills. Acquisition of these skills aids a child's development in four main areas - cognitive, physical, social and emotional. I found it helpful in my planning to itemize these skills in more detail.

Cognitive development
1. Obtain information from a variety of sources and learn to discriminate between information and propaganda;
2. Collect and classify information identifying and drawing out significant features;
3. Interpret pictures, charts, graphs and maps;

4. Take some responsibility for planning and executing own work;
5. Talk to, listen to and observe adults;
6. Devise techniques of analysis appropriate to given situations;
7. Develop the ability to plan ahead.

Physical development

1. Develop fine specialized skills from basic manipulative movements;
2. Gain knowledge of tools appropriate to the performance of various manipulative tasks;
3. Become more efficient in performing manipulative tasks;
4. Deal with anxieties about cleanliness, weight, etc.

Social development

1. Encourage interest in the growth and development of young children;
2. Work out a satisfactory self-image in relation to family friends and community;
3. Develop social skills in group activities;
4. Exercise empathy;
5. Consider a variety of social issues relating personal attitudes and values to important issues which affect the individual and wider community, for example, smoking, drugs, alcohol, vandalism.

Emotional development
1. Be reassured about the normality of their development;
2. Develop a favourable self-image through group activities;

3. Develop their individuality and independence;
4. Be involved in activities in which they can excel and can achieve satisfaction through the approval of their peers.

Next I turned my attention to the practical organization. Being new to this subject I tried to anticipate any possible sources of trouble and thus avoid any undue disruption of my lessons. I made a dozen aprons for the children's use when cooking in order to overcome the problem of the child who leaves his at home (there's always one in every class!).

Another decision I took was to purchase all the ingredients myself and charge each child a regular termly amount to cover the cost. This avoids any distress or inconvenience caused by "Mum forgot to do my shopping, Miss" or the nightmare of a child deciding how to safely transport half an egg and two tablespoonsful of milk to school - a problem most of us have experienced.

Yet another decision I took was not to waste valuable time demonstrating how to make each dish or recipe. (A tip I gleaned from my daughter who told me very forcefully how boring she found this type of lesson.) Similarly I do not think children derive any benefit from copying recipes or passages from textbooks or the blackboard. Children of all ages like to be actively involved. I arrange for the lesson's recipes to be typed and duplicated. A list of ingredients and simple, clear instructions for making the dish are provided as well as space for the children to list the utensils they used and their personal comments on the outcome of the morning's labour.

The aspects of the subject which I decided to include in my syllabus fall into four main strands: cooking, sewing, assignment and laundering. For this reason we decided the name Home Studies might be more appropriate.

The group is divided into two halves. One week a child will spend half the morning on his/her assignment and the rest of the morning sewing; the following week will be spent cooking and laundering the aprons, tea towel, table cloth, etc. Overall, football shirts, etc. Thus at any given time no more than six children will be sewing the same number will be engaged in their assignment and approximately 12 children cooking followed by washing and ironing.

In the cookery group children work individually or in pairs to produce one of the three recipes. Recipes have been selected by me to fit in with the level of the assignment theme and the level of the techniques suitable to the age stage of development and experience of the group. When the food is cooked and ready to serve tables are laid and the children serve each other and sample each dish. During the morning two children prepare and serve the staff coffee. After the meal pupils take it in turns to wash up, dry the dishes and utensils, put them away, wipe over the two cookers and the surfaces, wash the aprons, etc. and do the ironing.

Sewing activities are planned and supervised by me, but I am often aided by a "mum" who helps the children to develop their ideas and skills working with a variety of materials to produce decorative and/or functional items. Children are introduced to the use of manual and electric sewing machines as well as hand sewing, embroidery, patchwork, collage, etc.

Each child has an assignment to complete every term. The assignment requires the use of a textbook and involves reading, comprehension, solving anagrams and crosswords, observation, collecting pictures of different foods, making judgements, designing posters, etc. Each assignment follows a specific theme: vegetables, cheese, milk and eggs; fruit; cereals; buffet foods; simple meals.

Children learn to wash fabrics by hand, use a washing machine, spin dryer, tumble dryer and iron. Different washing powders are used and children encouraged to form their own opinions concerning the various products.

I have been teaching Home Studies in this way for nearly three and a half years, making changes to the syllabus as they seem appropriate. There is a need for constant review as in any other area of teaching.

The amount of work which can be covered is inevitably governed by the time available. I hope that I have demonstrated that a balance can be achieved by varying the primary objectives of lessons. Children gain satisfaction from the efficient completion of a task, from the attractive presentation of a dish they have cooked, and from the successful completion of a piece of needlework.

If we create the right atmosphere and conditions for learning, and appropriate and interesting tasks, children will gain real pleasure in making things and doing things well, acquiring things and skills as they go. Home economics with its variety of activities is a challenging and rewarding area of the curriculum in a middle school for any teacher.

Carole Knight is deputy head at Beacon First and Middle School, Beaconsfield, Surrey.



Taking pleasure in making and doing things well. Photos: Janine Wiesel

EXTRA

Sorting out the syllabus

Kathleen Johnson on Home Economics in the GCSE

The introduction of the GCSE in September, 1986 is coming at a politically turbulent time in the history of curriculum development and educational provision.

Many home economics teachers, while welcoming the educational principles on which the GCSE is being built, are in sympathy with the non-cooperation policy of teacher unions in respect of in-service work in preparation for GCSE. Whatever your views are and whatever action you choose to take, there is now available, for teachers of all subjects, published material designed both for in-service work and for individuals to use on their own.

The Secondary Examinations Council (SEC) News bulletin is published each term and circulated to schools and colleges; the first issue came out in Autumn 1985. This bulletin keeps you in touch with GCSE developments on a regular basis. The original publications, *A General Introduction and The National Criteria - General Criteria*, which accompanied the subject specific National Criteria documents into schools last April, are worth noting, particularly if you are considering developing Mode 2 or Mode 3 syllabuses; they also help you to reflect upon your reading of the Home Economics National Criteria.

The Home Economics National Criteria provide an agreed set of guidelines for the development of all syllabuses. Any home economics syllabus submitted to the SEC for approval from any of five examining groups has to demonstrate that the national criteria are met. If not, the syllabus will not be approved. This means, for example, that a syllabus has to comprise a Main Study and the Common Element (seven themes common to all syllabuses in home economics, but not common in content in all syllabuses). The Main Study will reflect one or more of the main aspects of home economics, namely family, food, home, textiles. For example, a Home Economics: Textiles and Home syllabus would have to demonstrate through the Common themes links with Family and Food.

No home economics syllabus can ignore any of the four major aspects. While this concept of the subject may cause some initial problems, particularly for teachers who have sought greater specialization in O level syllabuses with only one main aspect; what should emerge in the long term in GCSE is a strengthening of the subject as an entity.

Every syllabus has the same aims, assessment objectives, common themes and some common skills; what distinguishes each syllabus is the selection of content to be studied under a given syllabus title. The balance of marks for all syllabuses has to demonstrate a ratio of 40:60 (Common Element and Main Study) and 30 per cent - 50 per cent of marks to practical work.

These common features suggest that as a mainstream subject in the curriculum, the currency of the subject for employment and/or further training will become more standardized and valued by users, because its standards will be comparable with all other subjects in the curriculum. The Home Economics Teachers' Guide which has come to you this term is to help teachers understand the national GCSE. The guide is intended to stimulate thought and discussion about GCSE in general and home economics in particular, rather than to provide instant answers to problems and challenges. It is concerned with issues of principle and builds into it a number of activities for teachers to try out in order to share, discuss, examine and clarify some of the issues.

What are the educational principles on which GCSE is built? First, it is a single system of examination at 16-plus which will replace the present GCSE O level, CSE and joint 16-plus examinations in England and Wales. In this way, the education service can give all their attention to the one system and this, it is argued, can improve the quality of education and raise standards of attainment, by stretching and stimulating pupils throughout the ability range.

Second, all assessment procedures

have to make sure that all candidates can demonstrate what they know, understand and can do. This is what is referred to as differentiation in assessment. Through the assessment techniques used, every candidate, whatever his/her ability, has to have the opportunity to be successful at his/her level. It is the job of the examining group to design syllabuses which demonstrate differentiation. Home economics classes are often with mixed-ability groups and teaching has reflected the need to help all pupils be successful relative to their ability. In practice, differentiation will not prove a great hurdle for home economics teachers, though it may prove a hurdle to examining groups designing syllabuses in the early stages. Equally, the third principle of assessing pupils' coursework in the examination will be welcomed by home economics teachers; in this way coursework can be valued so that the process and the product can be taken into account.

What in-service eventually needs to ensure, as syllabuses are approved, is that teachers become confident and competent in the use of the assessment techniques required for coursework in a given syllabus. (There are SEC working papers available on both Differentiation and Coursework, and also video programmes.) Indeed, in selecting syllabuses for your department, remembering that you can choose syllabuses from any of the five examining groups, the proportion of marks allocated to coursework assessment may be a deciding factor. For me, it is said that the home economics national criteria, unlike most others, did not prescribe a minimum percentage of the total marks to be awarded for coursework. The danger of this omission is that it is just possible for a home economics syllabus to get approved which has only end of course practical tests and a written examination. CSE syllabus users in particular would see that as a retrograde step. However, I do not think it is likely to happen, because of the 30 per cent - 40 per cent of the total marks being allocated in the Assessment Objectives to "investigative procedures"; these would be of very limited design if restricted to end-of-course tests only.

Lastly, though of crucial significance in general curriculum development terms, is the requirement that all syllabuses in all subjects be based on explicit statements of aims; assessment objectives; content; relationship between assessment objectives and content; techniques of assessment. These statements link what is assessed (content) and why it is assessed (objectives).

For example, the Assessment Objective in the home economics national criteria related to "investigative procedures" will be welcomed by many teachers who use this approach with first to third years, but feel they have to abandon it in CSE or O level courses. In GCSE such an approach is a requirement, and so the adventurous work developed lower down the school can continue through to 16-plus. For some teachers this may represent a major change in teaching strategy, one in which the emphasis is on pupils' achievement valued not just for the end product but for all the stages involved in investigating a topic. It is to be hoped that teachers will share their expertise and experience with each other, that teachers' centres will continue to build up examples of topics developed by teachers and take teachers through the process of planning topics which incorporate notions of investigation, coursework assessment and differentiation.

For all pupils the new syllabuses in home economics will be an opportunity to study a subject relevant to their own lives and concerns. All pupils will be able to widen their knowledge, understanding and skills to whatever level they are capable of and be assessed for that achievement. Expertise of managing resources such as time, energy, cost, enables pupils to make choices of action in respect of food, family, home and textiles in the setting of a culturally, socially and economically diverse society; such choices can help pupils to be more capable of leading effective lives, becoming aware of the choices to be made in

enhancing the quality of their lives.

Here is an activity to try, just to prove to yourself that the work you do now in CSE or O level can be used as a positive basis for developing GCSE work.

- Identify a lesson you have taught this week to a CSE/O level group.
- What did you have to do in this lesson?
- What did the pupils have to do in this lesson?
- Did you assess what the pupils did?
- If you did assess, in what ways did this go towards their final result?
- Was the content in some way relevant to each pupil in the group?
- What proportion of the class would you say were successful in the lesson?

Now think about the same lesson in response to these questions. This is an attempt to build on a GCSE dimension.

- How could you structure the lesson so that pupils had to think out more of what they did for themselves?
- How would your role in this lesson change in emphasis?
- What skills did the pupils need to practise/develop in the original lesson?
- What additional skills might the pupils have to use in the re-thought out lesson?
- Would it have helped some pupils to be more successful in their work if they had more complex content to work on and/or more complex skills to develop?
- Would it have helped some pupils to be more successful in their work if they had less complex content on the same topic to work on, and/or less complex skills to develop?
- Identify three skills which all pupils would have to use in the lesson, three

more which only the able pupils might have used and three others which only the least able would use.

● Could this list of skills be used on this occasion to assess the pupils as they were working? On other occasions?

● Look at the Assessment Objectives in the National Criteria (p2) and discuss which of the skills you have already taken into account.

My guess is that most home economics teachers implicitly reflect what the national criteria now require syllabuses and teaching to demonstrate. The change will be one of emphasis, mainly a move from teaching to learning and a move towards seeing an interpreting home economics as a whole subject in its own right.

What we need to do in teaching home economics in GCSE is to help pupils focus on the issues, think things out, carry out relevant practical work within parameters set by a given task.

interpret and evaluate the outcome of their work. Assessing pupils at the different stages in the work on a given topic will encourage motivation and high achievement, and provide teachers with the satisfaction that more of what the pupil knows, understands and can do has been valued in the examination.

References
General Certificate of Secondary Education - 2. General Introduction.
The National Criteria - General Criteria.
The National Criteria - Home Economics.
Video Broadcasts - General Issues 1 and 2.
Teachers' Guide.
SEC News, Number 1 Autumn 1985.
SEC Working Papers 1 and 2 (Differentiation: Course Work).

Kathleen Johnson is writer of the GCSE Home Economics Teachers' Guide, H E curriculum consultant, formerly of the ILA and Polytechnic of the South Bank.



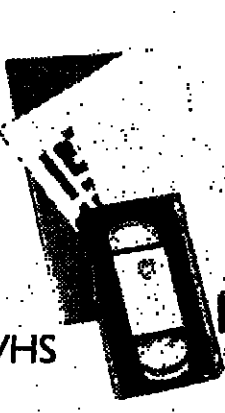
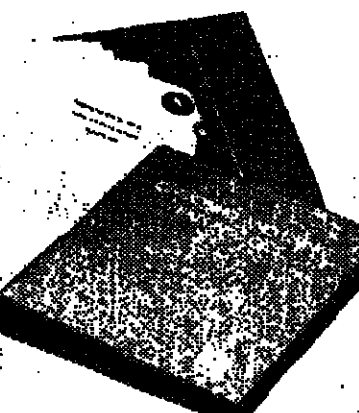
A new Teachers' Pack extols the virtues of wholemeal bread as part of a healthy diet and offers material for homework and classroom projects.

Designed for pupils aged 10 and upwards, the pack is produced by Allinson Wholemeal Bread. Five workbooks offer information and experiments on the history of wholemeal bread and milling processes, and the value of fresh bread, wholegrain and

flour. Recipes and small packs of wholegrain, germ, bran and endosperm are also included for using in experiments.
Free copies of the Teachers' Pack, "The Wholemeal Bread Story", and recipe leaflets at £1 for 20, can be obtained from Karen Atkinson, The Allinson Wholemeal Bread Education Service, 644 Bath Road, Taplow, Maidenhead SL6 6PA.

NEW FROM STORK

FIRST COMPLETE TEACHING AID ON FATS AND OILS

- Complete six-lesson VHS video resources pack.
- Primarily aimed at 11-14 year olds.
- Produced using materials developed by Essex Education Authority.
- In line with recommendations for the new GCSE, single system of examinations.
- Up-to-date teaching method.
- Experimental approach to uses of fats and oils.

STORK SERVICE TO EDUCATION VIDEO RESOURCES PACK
Choosing and Using Fats and Oils

Please send me copy(ies) of the Stork Service to Education Video Resources pack. I enclose a cheque/postal order for (£16.50 per pack, including postage and packing) made payable to the Stork Service to Education. Or Please send me more details ☐ tick if required.

Send to: The Stork Service to Education, 25 North Row, LONDON W1R 2BY
Tel: 01-408 2348

NAME _____
POSITION _____
SCHOOL _____
ADDRESS _____
Tel No _____

A DIVISION OF VANDERBEEK & JONES, BURGESS HILL WEST SUSSEX

ALLINSON WHOLEMEAL BREAD EDUCATION SERVICE

THE ALLINSON WHOLEMEAL BREAD STORY TEACHER'S PACK

- teacher's notes, grain samples, recipe leaflet, study card. Age range: middle school and above. Nutrition information in line with government recommendations. Free Pack from:

Karen Atkinson
ALLINSON WHOLEMEAL BREAD EDUCATION SERVICE
644 Bath Road, Taplow, Maidenhead SL6 6PA
(extra recipe leaflets at £1 for 20)

Jap Jan Co 136

EXTRA

Electricity in Schools and Colleges

The South of Scotland Electricity Board offer an Educational Information and Advisory Service. Its aim is to improve the knowledge of young people in basic electrical principles, the practical application of these principles and to provide background information on the use of electricity in commerce, industry and the home. A range of Educational Aids covering applications in Science, Home Economics and Catering is available to Schools and Colleges in the South of Scotland Electricity Board's area only.

For further information contact
THE SENIOR SCHOOLS AND CATERING ADVISER
SOUTH OF SCOTLAND ELECTRICITY BOARD
CATHCART HOUSE
SPEAN STREET
GLASGOW G44 4BE

SSE Electricity

Why not enrol for the Bachelor of Arts in Home Economics?

... "to understand a well defined body of knowledge with associated scientific principles, to develop skills and methods of analysis necessary for the management of limited resources".

Subjects studied include: Social Studies, Food Studies, Resource Management, Textile Studies and Interdisciplinary Studies (including Statistics, Computing and Communications). Careers opportunities exist in Industry, Education and the Social Services.

Further particulars and application forms may be obtained from the Assistant Secretary (Administration and Academic Services) at the College.

THE QUEEN'S COLLEGE GLASGOW
1 Park Drive, Glasgow, G3 6LP
Tel: 01-594 8141
A Scottish Central Institution.

BATH COLLEGE OF HIGHER EDUCATION

HOME ECONOMICS

One-year Post Graduate Certificate in Education

This course is intended for graduates in Home Economics or a closely related area who wish to teach pupils in the secondary school age range. There are three main course areas: professional studies in Home Economics, Education Studies and Teaching Practice.

Students are encouraged to develop a specialist interest in one area of Home Economics teaching as well as acquiring competence in the broader coverage of the subject syllabus.

Course assessment is based upon written and practical assignments as well as on work in schools.

Enquiries and applications to: The Registrar, Bath College of Higher Education, Newton Park Bath BA2 9BN.
Telephone: 02217 3701

New grades for old

Eileen Turner, Allison Long, Jim Kidd and Rita Foley on GRC assessment in Scotland

In 1977 in Scotland the Dunning Report recommended implementation of a new system of assessment at 16-plus - Standard Grade. Novel features of Standard Grade were to be "certification" for all pupils, with three levels of award designated: Foundation, General and Credit. There was to be a measure of overlap between these three levels. Assessment was to move towards a criterion-referenced system and a closer integration of assessment with the learning process was envisaged, involving more formative assessment conducted by teachers in their classrooms.

By 1982, when the Government decided to introduce Standard Grade progressively from 1986 onwards, a number of changes had been made to the original proposals, following consultation and the experience gained in the pilot phase and development programme. In assessment the most important innovation was the concept of Grade Related Criteria (GRC).

GRC are seen as an attempt to reconcile a fully criterion-referenced system of assessment, which provides information about what a candidate knows or can do, with the traditional norm-referenced grade awarding system of certification with which most consumers - pupils, parents, employers and higher education - are familiar. GRC were initially defined as "broad indicators or descriptions of expected performance in key aspects of a given subject at different levels of award" (Scottish Education Department, 1982) *The Munn and Dunning Reports: Framework for Decision*, Edinburgh, HMSO p18).

The system of assessment (GCSE) proposed for England and Wales is very similar, being designed to assess the whole 16-plus age group. Results will be reported on a seven point scale, and the grades awarded to candidates "will depend on the extent to which they have demonstrated particular levels of attainment defined in grade criteria". (Department of Education and Science (1985) *General Certificate of Secondary Education: A General Introduction*, HMSO p9.) As yet the published national criteria do not make provision for criteria-related grading (CRG). The Secondary Examinations Council is engaged in the preparation of grade criteria for individual subjects.

In Scotland, teachers of most secondary school subjects are by now familiar with the specific Arrangements for their own subjects. These published documents give details of course structure and arrangements for both internal and external assessment. The latter is to be conducted by the Scottish Examination Board. Descriptions of the six different performance levels of extended GRC required for Standard Grade awards are included.

Home economics, in common with other subjects, has *Arrangements for Assessment* (published in June 1985). This document not only advises HE departments on the structure of courses for S3/4 pupils leading to a Scottish Certificate of Education (SCE) award on the Standard Grade but also outlines assessment arrangements. It identifies aims and objectives for the course and gives guidance on course planning, materials and learning contexts, teaching approaches and assessment techniques.

This is a considerable departure from the existing "conditions and arrangements" for SCE examinations. For O grade Food and Nutrition or Fabric and Fashion, and for other subjects too, only a content syllabus was supplied. No guidance was given to teachers about learning resources, teaching approaches or assessment methods. This form of examination often led teachers to give notes and pupils to learn by rote. In the new system, while required to conform to an overall national framework and assessment system, HE departments are now free to design courses which meet the specific needs of their pupils. While HE teachers will no longer have to cope with a content overloaded syllabus, they are unused to this type of curriculum approach which assumes a knowledge of course planning, learning strategies, teaching approaches, and assessment techniques which makes very great demands on them.

Home economics teachers have had plenty of practice in writing courses in the past - but now the national framework demands that assessment be built into course design.

Briefly, the new course framework for home economics is as follows. Home economics will be taught as one integrated subject using the four independent ways of learning or "elements". These elements are: Knowledge and Understanding (KU); Handling Information (HI); Practical Skills (PS); Organization and Management (OM). Alongside this emphasis on learning processes three overlapping "domains" or contexts for learning are identified: health; materials and resources; individuals and families. No content syllabus is prescribed though a short list of "essential knowledge", to be covered by all pupils, is included to help meet the needs of national certification.

All pupils will be assessed instead on the four elements identified above, which are further broken down into fifteen Standard Objectives. These objectives cover very general skills and processes eg KU No.3: to select appropriate equipment, materials and procedures for particular tasks; HI No.5: to interpret information presented in written, oral or graphic form; PS No.9: to measure and estimate within specific limits; OM No.14: to plan a course of action to meet specified criteria.

These, and all the other Standard Objectives, are capable of being contextualized by teachers in many different ways while the key processes on which pupils are assessed remain the same. Differentiation between grades of performance will be determined with reference to the extended GRC which are outlined in the *Arrangements*. For all fifteen Standard Objectives six performance levels are defined by the extended GRC. The performance criteria having thus been established it is up to individual teachers to interpret them in their own classroom contexts. Assistance will be available through a system of course and assessment moderation.

Although there are certain differences between the Standard Grade and the GCSE proposals, similarities occur in the *National Criteria for Home Economics* and the Scottish *Arrangements*. For instance a number of assessment objectives are identified (Table 1, p2 *National Criteria for Home Economics*) which do not quite match the 15 Scottish Standard Objectives but involve very similar processes. Similarly, four major aspects of home economics are selected for study (p3) - Family, Food, Home, Textiles - which cover almost the same areas as the Scottish "domains". Investigational, measurement, communication, management, psychomotor and technological skills are regarded as important.



tant (p4). These again equate quite well with the four Standard Grade elements. Finally (pp 8, 9), grade descriptions are provided to "give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades". These which relate closely to Scottish extended GRC, will be replaced by criteria-related grades as soon as possible.

Given then the undoubted similarities between the two assessment systems, despite differences in terminology, it may be that home economists in England and Wales can learn from Scottish experience. The research team has worked intensively with small groups of home economics teachers. At first they found the concept of GRC difficult. Later, after discussion and practice, they were able to use them constructively. GRC have been used to produce differentiated assessment instruments which, because the tests to be performed by a pupil have been matched with the appropriate extended GRC descriptions, provide an unequivocal evidence of a candidate's achievement. They were also used to design meaningful learning experiences to give pupils practice in the essential skills and processes.

Departmental colleagues need to clarify among themselves the precise meanings of GRC or grade descriptions and explore the possible contexts in which they could be applied. Inter-departmental planning activity which offers the biggest challenge to teachers of home economics preparing for Standard Grade and GCSE.

Eileen Turner, Allison Long, Jim Kidd and Rita Foley are all members of the Scottish Education Department funded Assessment in Home Economics Research Project based at Moray House College, Edinburgh, now in its second phase. The project forms part of the government development programme which incorporates a substantial research element. A report, *Where does the Food Lie?* documenting the work of the project's first phase (1982-4) was published in 1985, price £3 (inc. p&h) and is available from E. Turner, Moray House and there is a natural grouping of topics, the major theme of which is the place of UK culture in the world as a whole.

Qualify as a Cordon Bleu the financially rewarding career for a lifetime

A course at the internationally famous Tante Marie School of Cookery opens doors to the career minded student

Tante Marie is the only Cookery School to be recognized as efficient by the British Accreditation Council. Graduates of the 36 week Diploma Course have been able to choose from hundreds of jobs world-wide.

Think about the 24 week intensive Diploma Course if you have prior experience. The 12 week Certificate Course is ideal for students awaiting University acceptance, or anyone wanting a sound understanding of good cookery.

Tante Marie is the largest and most comprehensively equipped Cookery School in the U.K., each pupil is kept small to ensure individual attention. Come and see for yourself. Tante Marie is near the M25 motorway with excellent rail and air links. Courses start every January, May and September.

Write or phone the Registrar for a prospectus: **TANTE MARIE SCHOOL OF COOKERY**
Canton Road, Woking, Surrey GU21 4HF Tel: Woking (04862) 2957 or 4030

INSTITUTE OF HOME ECONOMICS SCOTTISH BRANCH

2 conferences for 1988:
"ARE WE WHAT WE EAT?"
EXPLORING FOOD RELATED BEHAVIOUR & ALLERGIES. MARCH 1987, DUNDEE.

"ISSUES IN CONSUMERISM"
WITH SCOTTISH CONSUMER COUNCIL AND A MEDIA PRESENTER. OCTOBER 4th, GLASGOW.

Home Economics and related professionals invited to apply for details from: V. Ross, 24 Pottery, Glasgow, Edinburgh or Gillian Campbell at 57/59, Queen's College, Glasgow.

EXTRA

Interacting aspects

Research in Home Economics - what does it offer to teachers of the subject?
Brenda Pratt puts the question in context

Research is a vital part of the life of home economists in academic institutions or in the teaching profession itself. Research should fulfil two of its primary functions:

- to inform understanding within the subject field by providing reliable and valid exploration of some aspect of that subject field;
- to raise and clarify critical issues within the subject field.

Both functions bring about c) the dissemination of information within the subject field, and the opening up of issues to informed debate. The dissemination of information and issues may lead to d) changes subject practice.

It is the interaction of these four aspects which makes up a particular subject field at any time, it is in no sense static. This is true for all subjects, but it is worth looking in more detail at the four aspects in relation to the new developments in a relatively new subject at academic and professional level.

a) *Informing understanding.* The development of specialist subject degrees in home economics has provided the basis for training in the academic skills required to undertake research. It has also provided an environment within which staff lecturing on those degree courses expect to become involved in research, and in which some of those with degrees will continue through the higher degree system.

Within the teaching profession also there are now those who have studied home economics in this way. There is now a growing body of research findings which extend understanding in various areas of the subject. Regular reading of home economics literature helps teachers to keep up to date on

work and with which individuals are associated with particular aspects of research. Research has brought specialization to home economics. It is no longer possible to define a "home economist", merely to identify a common under-graduate background.

b) *Critical issues for the subject.* It is more difficult to establish a consensus as to what are the critical issues facing the subject. Without the framework of an agreed set of critical issues, research, however good, can all too easily be seen as irrelevant to the general activity at school level. Bennett's still challenges home economists seven years on to clarify both its critical issues and the methods by which these are researched.

c) *Dissemination.* Home economics now has two of the three elements of academic respectability: a research journal and a research conference. The third element, a standard under-graduate textbook still does not exist.

The profession also has its Institute of Home Economics and a journal. All are essential to the dissemination of new ideas.

Between them these elements cover the following aspects of the subject: a standard textbook - the accepted foundations of the subject; a professional - those who practise the subject; a professional journal - professional developments; a research journal - developments in subject research; a research conference - new directions in research.

Of these perhaps the most useful for teachers would be the non-existent textbook which would set the examination system in the context of higher education.

Teachers do have their own professional association: NATHE (National

Association of Teachers of Home Economics) with its journal, *Modus*. The emphasis here is on the educational implications of developments within the subject. As long as the processes of subject dissemination do not clarify the significant issues it is difficult for those involved at school level to have a perspective on purely subject developments.

For conscientious teachers the problem is usually how to keep abreast of possible sources of information and debate on critical issues. This obscures the real problem within the subject, namely the apparent response of the subject to external criticism rather than through "internal" debate of critical issues. One example of great concern at the moment to teachers of home economics illustrates this problem.

The present criticism from outside the subject of the emphasis within school courses on traditional cookery skills would not have occurred if the issue of the relationship between cooking and diet had been raised and resolved within the home economics community as a whole. The debate is occurring now through the Health Education Council with contributions from home economists (see Brown 1985).

The contribution from home economists is largely dissipated, but surely the politics of food is critical to all involved in home economics? As long as the challenge posed by Bennett fails to be met in home economics there will be increasing fragmentation of effort. There is no reason why the work described by Brown should not have been instigated from within the home economics community. If those involved in research cannot be seen to offer support to professionals in areas where changed practice is demanded then they will be increasingly open to

the criticism that their research is simply an academic exercise undertaken to meet the institutional demands of University/Polytechnic or CNA.

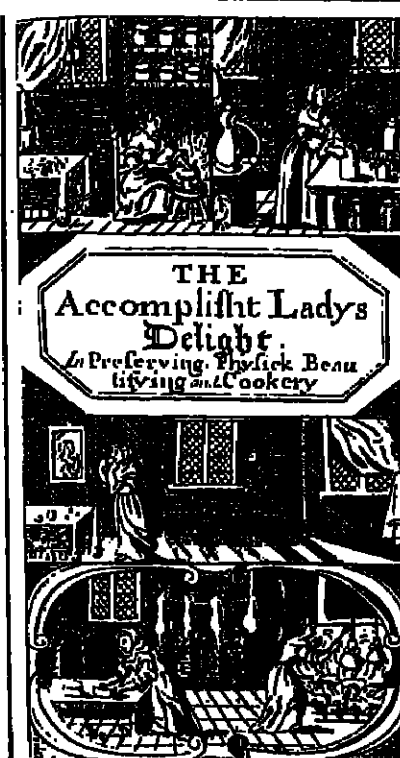
d) *Change in subject practice.* Within all the institutions where home economics is offered it is now possible to see developments in degree courses. To some extent research is bound to reflect the nature of the home economics course in a particular institution. Extended professional opportunities also continually contribute to the development of subject practice. In subjects as new as home economics differences in developments over ten years can astound those working in the field of teaching.

Teachers must become aware of current research if they are to justify what they teach; the recent HMI discussion document *Home Economics from 5 to 16* made it clear how limited a grasp of new developments in our subject is apparent even in good school practice. Purely educational grounds are no longer a sufficient justification for examining what is taught in school.

Acknowledgement of the diversity within home economics is long overdue within school. Acknowledging that diversity could enrich both subject teachers' and pupils' perceptions of the subject, in itself a worthwhile aim.

References
1 Bennett, R. *What is Home Economics?* Journal of Consumer Studies and Home Economics (Vol. 2, 1979)
2 Brown, J. *What is cooking in Home Economics?* Health at School (Vol. 1, October 1985)

Brenda Pratt is a lecturer in Home Economics at Bath College of Higher Education.



The frontispiece of 'The Accomplish Lady's Delight' of 1677 from Food and Cooking in Britain

Heritage food

Recipes from prehistoric Roman and Medieval times as well as the last four centuries are included in a new series of seven booklets on food history published by English Heritage.

Each book is devoted to a particular period, covering the food available at the time, equipment, methods, tableware and polite behaviour. One of the four authors is cookery writer, Maggie Black, who has converted the recipes for use in the modern kitchen. The books cost £1.50 each or £9.95 for the set of seven; from English Heritage, PO Box 43, Ruislip, Middlesex HA4 0XW.

Multi-ethnic dimension

Home Economics for You Book 2. By Geraldine Hutchinson. Blackie £3.00 including teachers notes 64p. 0 216 91664

Food and Nutrition for You. By Anne Barnett. Hutchinson £3.50p. 0 09 159311 5

Home Economics for You, Book 2, one of a series of three, is for second years. It continues the topic approach established in Book 1, each of the 20 units covering a one hour ten minute lesson. All topics would take up the time that is now the norm for a food and family syllabus for this age group. College Work in phase 3, due to end in 1988, includes detailed discussion with teachers of the use of grade Related Criteria.

There is a strong multi-ethnic dimension. Pupils are asked to explore their background, role and experience in a frank way through exercises planned to increase their own awareness. Differences in family groupings and culture are explained comparatively via case study examples, the emphasis on non-white cultures. The awareness that this approach can bring, if well handled by the teacher, is perhaps most important in regions of the UK where there isn't first hand experience of the cultural diversity as enjoyed by pupils in many inner city schools. Of the few recipes most are of Indian or Afro Caribbean origin.

Much of this material may be covered in other areas of the curriculum but its inclusion in a text for Home Economics is welcome. Earlier topics would have been enhanced if the nutrition had been done beforehand. This would have given a unique perspective and would have provided evidence for biological community of races.

There is an analysis of pulses, nuts and TVP which is misleading to pupils. They have been analysed as being equivalent nutritionally to meat but they are more comparable to grains, being sources of protein, dietary fibre, starch and non-haem iron, and lacking vitamin B12. Pulses are also low fat unlike many meats. Non meat eaters do not have problems with protein, and they should be alerted to the

difficulties of obtaining sufficient minerals and in the case of strict vegetarians vitamin B12. Support for this is found in the topic "Culture through Food" where there is an example of an Indian non meat meal with yogurt supplying the animal food.

As its name implies, *Food and Nutrition for You* is aimed at the average examination pupil who at this age is most concerned with his/her own identity. It hopes to interest pupils of average ability and below and to prepare them for the "Food" aspect of the GCSE.

The design of the text indicates the way in which the author approaches the enormous problem of providing a worthwhile course for pupils who are not expected to obtain high grades. Topics form units which include "Planning and Balancing Meals", "The Food we Eat" and a subsection with some useful hints on revision technique. The National Criteria "themes" are not apparent.

Each topic spans at most a one page spread, and there are numerous modern graphics. These include photographs (for example of supermarkets), line drawings and cartoons to represent abstract concepts - such as four small men each representing a kilocalorie and one large fat man representing a kilojoule, and grolins for "germs".

Although this is a "process" based book, this term has a different meaning from that which would be recognized in science teaching where the idea developed. Also the methods by which the scientific concepts are treated are very employed by teachers used to these difficult ideas across. Pupils following a science course would get more from this book.

A move towards a quantitative approach to nutrition is to be welcomed, but there is still here the outmoded way of naming foods according to the nutrient they supply in significant amounts. This is done on a non-dietary-goals basis and the normal pitfalls arise in potatoes are high energy foods - called carbohydrates. And the national criteria request for application of nutritional knowledge to meal planning is almost absent.

Jonny Crockett

STUDY FRENCH CUISINE WITH THE FINEST CHEFS EN FRANCE

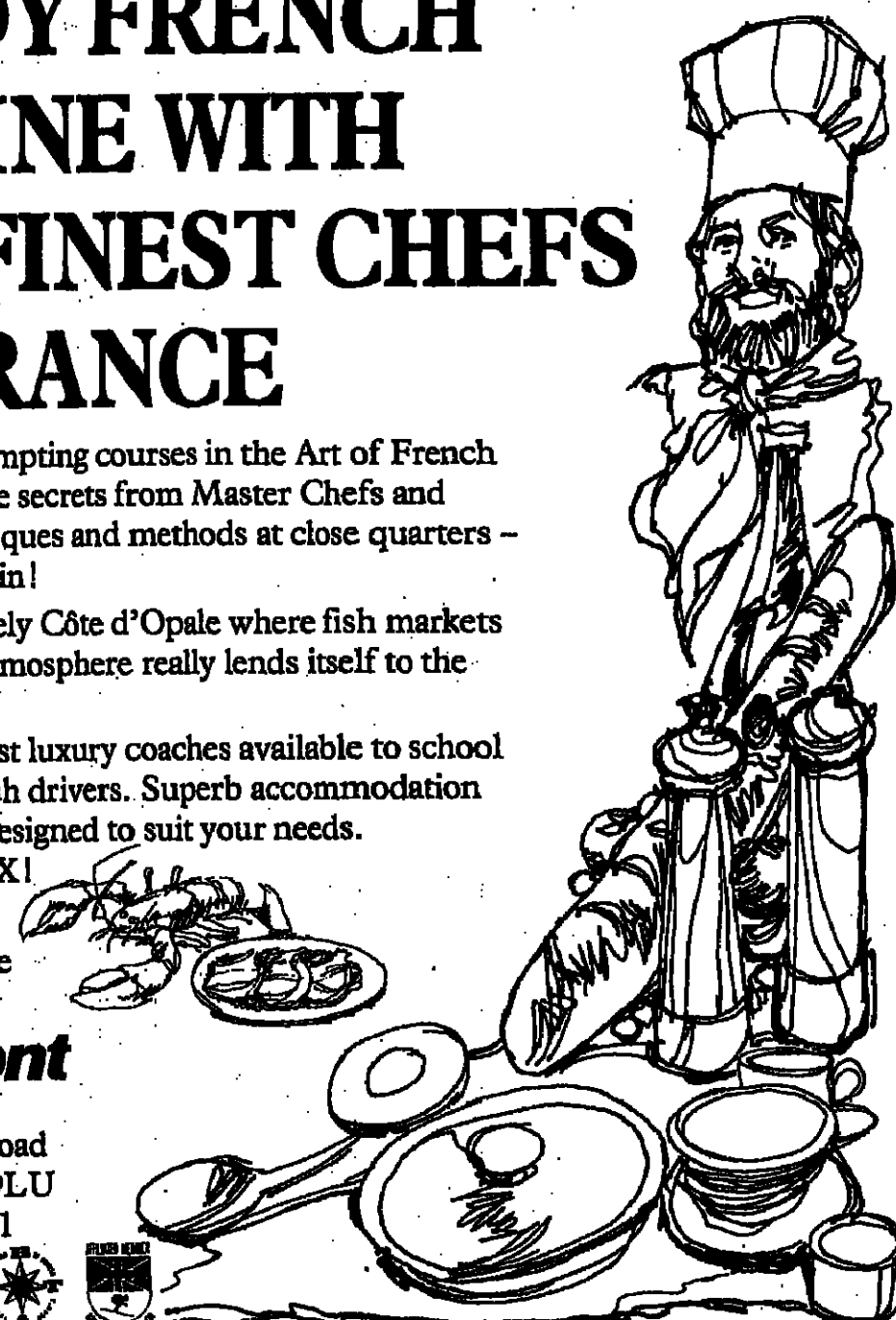
Join one of our tempting courses in the Art of French Cuisine. Learn the secrets from Master Chefs and watch their techniques and methods at close quarters - you can even join in!

Staying in the lovely Côte d'Opale where fish markets abound and the atmosphere really lends itself to the study of cuisine.

Travel by the finest luxury coaches available to school groups with British drivers. Superb accommodation and an itinerary designed to suit your needs. **MERVELLEUX!**

For further information please contact

Hourmont
Brunel House
Newfoundland Road
BRISTOL BS2 9LU
Tel: (0272) 426961



EXTRA

EXTRA

75 YEARS TAKING STOCK Special BOOK OFFER



In celebration of Oxo's 75th Diamond Jubilee, a very special book has been published - 'Taking Stock'. This unique and colourful book has 128 pages covering three generations of Oxo advertising, social history, memorable national events and many specially selected recipes dating from 1910 to 1985. There's something of interest for all the family from grandparents of grandchildren.

This full size paperback edition is being offered exclusively by Brooke Bond Oxo at a special price of only £3.00 (inc. p & p).

To ensure you do not miss out on this offer, complete the order form provided and send with your cheque/postal order to Brooke Bond

Oxo Ltd.

The hardback edition is published by Collins Willow and available in bookshops for £7.95

Please send me... copy/copies of 'Taking Stock' paperback edition

I enclose a cheque/postal order for £... payable to 'Brooke Bond Oxo Ltd.'

Name

Address

Tel. no.

Complete this form and send with your cheque/postal order to Brooke Bond Oxo Ltd., Leam House, High Street, Crayke, YO1 1PQ. Please allow 28 days for delivery. This book offer is only available to readers in the UK and only while stocks last.

75

A Textiles Technology course is being piloted by a group of home economics teachers in Devon. The title was chosen to distinguish the differences between an art-based approach, creative textiles, and this home economics course, taught from a technological standpoint. The differences between these areas of experience complement and reinforce rather than replace one another, and textiles is taught in home economics from both perspectives as the need arises. The applied science and technological nature of home economics has been strengthened by curriculum development within the subject (Nuffield Home Economics), and expanded by the Technical and Vocational Education Initiative (TVEI). This Textile and Technology course reflects these changes in purpose, content and approach to teaching.

Textiles has an important contribution to make in the education of all pupils at school level, in terms of the areas of experience, knowledge, skills and attitudes it promotes. For those who wish to continue, careers in the UK textile and clothing industry include design, textile science, clothing technology, marketing and commerce.

What is this Textiles Technology course all about?

"A sewing machine is a car with tank tracks instead of wheels! Get a screwdriver, take off the face plate, the throat plate and the casing. Who can find the crankshaft first? Very good. Now find your tank tracks - yes, small ones, we call them the dog feed - they make the fabric travel under the needle, with a system of gearing and connecting rods. See?"

Students need to understand the technology of sewing equipment and the behaviour of textiles in order to live adequately in our society. Cheap mass-produced clothes and household textiles, mass-marketed, often by credit systems, have ousted utilitarian sewing skills, at an everyday level. Button replacement and stitching up the odd split seam apart, these skills are not needed until an understanding of the technology of much mass design comes home to teenagers who then want to find out how to design and make their own articles.

We are teaching, on a small scale, how mass-produced clothes are achieved. Lower school classes, in one pilot school are democratically run by an elected quality controller; students are taught absolute basics of buying, design, cutting, working, machining and finishing. Industrial runs of up to 20 items are produced and students rotate through the jobs to gain experience of each skill. The work is "perfect first time" - when things go wrong the controller brings them to the teacher who puts them right. No student ever unpicks! The teacher is an authority not in authority and in many lessons becomes the mechanic only. This is on the surface. Below the surface is the teacher's awareness of every student; the controller's allocation of docketed work bundles for processing, resources and work standards is far more acute than in the traditional dress/craft personal work classroom. By years four and five we are currently piloting a locally devised City and Guilds foundation course. This is modular in concept:

Module A - Industrial, Social and Commercial Studies in Textiles.
Module B - Skills and Practices in Creative Textiles and Construction Processes.
Module C - Textile Science and Technology.
Module D - Communications: (a) a project; (b) procedures throughout the course, including a pupil-kept log.

There are two pilot schools running the full scheme: Vincent Thompson and Priory High Schools in Exeter; but fifteen others in Devon are involved either producing teaching and learning resources, testing materials, or keeping a watching brief for later full or partial involvement. The pilot scheme is being expanded or enhanced for possible TVEI and A-level work. A submission has been made to the Southern Board for GCSE Mode III.

"The bones of all good schemes will be the four basic modules: An MSC team of two teachers (one a teacher, one with industrial experience), a graphics artist and a clerk/typist is being actively sought to bring courses and resources to the four levels mentioned.

The teaching and learning is largely



Studying the technology of the sewing machine and the behaviour of textiles at Priory High School, Exeter.

Textile technology

Valerie Davies and Sharon Mansell on a new course being piloted in Devon

experiential. Industrial practices are seen first-hand at factories then actually rehearsed with industrial runs in the classroom; commercial procedures are reproduced down to the paper work in modified form of work dockets, balance and cost sheets, work progress charts and the like. We are in the process of investigating how many schools have "sympathetic" computer networks which will enable the pilot schools to feed out control systems and actual resources instantly on a "call-up" basis, and we can all speak to each other between schools and produce classroom software.

The young people are largely self-organizing on a resource-based learning programme with some taught sessions; the peer-group responsibility produces high motivation and keeps up the work pressure level. The stu-

dents' education is going far beyond the bounds of traditional textiles teaching as they look at the historical setting of the industry, unionization, pay structures, conservation and pollution problems, do scientific experiments, work co-operatively in making designs, evaluate their work, plan, design, cost, sell and research for solutions to problems.

The whole ambience is design process orientated from the need to research for solutions, to making/doing and evaluation; the very status of the whole society requires for modern living. Spoon-fed facts are at an absolute minimum, and skills are taught as need arises - the young people can see the relevance of these sessions and accept them with a good grace as giving them the tools to proceed with their continued

SEAFISH

SEAFISH

A free school demonstration service is now available throughout the U.K. Please write for further information and booking forms to:-

Seafish Kitchen Demonstration Service
Sea Fisheries House
10 Young Street
Edinburgh
EH2 4JQ

An extensive range of educational material, including fact sheets, wallcharts and recipe leaflets may be obtained from:-

Seafish Information Service
144 Cromwell Road,
London,
SW7 4EF

HOME ECONOMICS ON VIDEO

We distribute a number of programmes on consumer matters, suitable for schools.

Titles include:
Look at the Label - the EEC's 1983 food labelling regulations.
It's in the Can - a light-hearted look at the virtues of tinned foods.
Consumer Advice Video - a compilation of four titles dealing with various aspects of consumer protection.

Look at the Label and It's in the Can are available on FREELAN and all videos can be purchased at £35.00 or less.

For further information write to:

David Kenworthy, Customer Relations Unit,
CFL Vision, Chalfont Grove,
Gerrards Cross, Bucks. SL9 6TN.



Textiles: status and priorities

by Arthur Geen

Teachers of textiles in response to questionnaires devised by a research group at the School of Home Economics of University College, Cardiff have pointed to a number of important issues which in their view limit the development of the subject. The questionnaires were sent to 100 teachers in ten I.C.S.s in England and Wales between January 1984 and January 1985, and, ultimately, replies were received from 200 schools.

Probably the most disconcerting finding of the survey was the high drop-out rate among pupils once options appeared in the curriculum. In one typical authority, for example, out of a total of 1,869 fifth-form girls in 18 schools, only 373 (19.9 per cent) had chosen to continue with the subject. As for boys, although they were introduced to textiles in seven of these schools in the first year, not one had opted for it in the fifth form. Indeed, out of all the schools in the sample there were only six in which the subject was taken by any boys aged 15-16.

When information was obtained on the number of pupils being entered for examinations in textiles in 1985, it was evident that more pupils at 16-plus were involved with the CSE than the GCE. Six hundred and forty-two were working towards the O level examination compared with 2,091 for the CSE. Able pupils, it seems, are not always attracted to this area of the curriculum. Sixth-form classes generally contained few pupils; throughout the schools which provided information it was found that only 66 girls were preparing for A level in the lower sixth and 57 in the upper. Moreover, 48.15 per cent of the teachers returning the questionnaire reported a decrease in the number of O level entries in the subject over the past five years and 37.70 per cent a decline in the number of A level candidates.

There was a high degree of unanimity concerning the chief constraints facing textiles specialists. The first problem mentioned by staff at 168 schools was the question of finance. Rarely were capitation allowances felt to be sufficient, and it was argued that certain pupils were deterred from continuing with the subject because their parents could not always afford to purchase the necessary materials. There was no widespread dissatisfaction with the accommodation available, though 45 teachers described conditions as barely adequate or poor.

Frequent reference was made, however, to the need for additional equipment and the servicing of sewing machines, some of which had not received attention for five or more years.

The second issue related to the organization of the timetable. One hundred and forty-nine replies were received concerning the difficulties created by rotational timetables in the lower school and the system of options offered in the middle and upper

considered by headteachers, parents and many pupils themselves to be especially suited for the less able. Eleven respondents drew attention to the fact that most universities do not recognize it for the purpose of matriculation, and mention was made of schools in which it was restricted to remedial pupils in the second or third form.

Other areas of concern included the need for more specialist staff with a training in design, the desirability of revision on the part of certain examination boards of syllabuses which were thought to be outdated, the importance of countering parents' view of the subject as "all aprons and cuddly toys", and, in I.C.S.s where middle schools exist, the optimum means of establishing closer links between middle and secondary schools with respect to content and teaching method.

In view of these comments, it could be argued that the following are the main priorities for action:
1. *Capitation allowances.* Increased capitation would appear to be a matter of some urgency for many departments, and there are several possible courses of action which could be discussed. A system could be devised by which each department's allowance would be proportionate to the number of pupils taking that subject. In the long term this could allow for gradual expansion in the teaching of textiles. Again, materials could be bought in bulk and a flat rate charged to all pupils. Staff at one school also suggested that textiles teachers should be free to purchase equipment and materials from firms other than the usual educational suppliers.

2. *Rotational timetables.* Where rotational timetables are employed, two conditions should be met: firstly, each subject within the rota should be allocated the same amount of time; and, secondly, no course should be of less than one term's duration. Five or six week modules should be avoided.
3. *Options.* Textiles should be best placed within a "practical" or "craft" block of subjects, from which all fourth and fifth form pupils would be required to select at least one. The proposal to establish GCSE distinction awards to pupils gaining the top grades in a range of disciplines, one of which would have to be of a practical nature, could work to the advantage of the textiles department.

A further problem concerned the status of the subject, which is often

4. *Course content.* If boys are to be encouraged to study the subject it will be necessary to examine carefully the content of the courses offered. Teachers at six schools suggested the planning of separate courses for boys, and, where staffing is sufficient, such an experiment could be attempted. Greater liaison with the art department may also be desirable, as it was found in one authority that, whereas only one boy was taking textiles as such in the fifth form, 76 were involved with batik, screen printing and weaving in the art classes of the same schools.

5. *TVEI and CPVE.* Within TVEI schemes opportunities exist for teachers to devise modules relating to the fashion and textiles industries. Of the CPVE vocational categories, those concerned with production and services to people - especially the cluster

entitled "leisure and recreation" - would seem to be the most relevant for textiles.

6. *The status of the subject.* Teachers need to convince heads, colleagues and parents of the value of the discipline. Seminars could be held and displays of pupils' work organized. The provision of a BED in-service scheme with a bias to textiles would also be beneficial.

At the present time, when schools face new challenges, it is perhaps appropriate for textiles teachers to reappraise their priorities and to consider carefully future policy.

A. G. Geen, E. M. Eynon, G. K. Hall and D. Hurst are lecturers at the School of Home Economics, University College Cardiff, and I. Davies is head of the Merthyr Tydfil Teachers' Centre.

A piece of cake

Take Six Cooks
Channel 4/Thames Television
Tuesday, 25 February, 8.30-9.00pm
Dessert course: Michael Nadell, the Nadell Patisserie, White Lion Street, London, N1.

Food programmes have long been part of the fads and fashions of television (remember the Craddock's?). However, the show and tell presentation never gained the influence or found the personal style of the Sunday colour magazines which, along with Habitat, determined what has been happening in middle-class homes for 20 years. Cooker programmes have shed their little home-maker image since *cuisine* gained cult status.

Television has grasped the cult status of the catering industry and paid tribute by making a second series of *Take Six Cooks*. Now a dozen masterclasses show to the foodie the secrets of the experts and to the young considering careers the attractions of an industry more associated with school meals than big business.

This last programme features Michael Nadell, master of the range of skills cited as the most taxing within the professional repertoire. A master patissier with a staff of 10, he was at the top of the hotel hierarchy with insufficient challenge. The alternatives were either back to teaching at catering college or to work for himself. His spacious new hangar-like premises leave one in no doubt that the Nadell Patisserie was worth the risk.

Nadell pointed to the corner filled with framed documents. "No one has ever asked me for my certificates," his first was from the Westminster Hotel School dated 1963-65; he is a British-trained Briton. Those were the days of

the craftsmen capable of teaching the skills of the towering architecture of Carême. Those were also the days when students had a side of beef to learn the basics of butchery and a chicken did not do time as a surrogate guinea fowl or a pheasant.

Recognized qualifications are not all important. Nadell will take 16-year-old leavers with no qualifications as well as those with two to three years in catering college. It is the spark of ability that distinguishes the successful from the stack of applications, and training on the job that matters most. Day release is available to his own staff, and training is also open to college students from across the country. The four weeks' work experience allows students to sample some of the nine "corners" in which 9,000 eggs are beaten into 2,000 lb of flour, 800 lb of butter, 660 lb of sugar plus 130 gallons of cream, 100 gallons of milk, and 200 lb of chocolate.

All these are high quality products demanding talented staff, more of whom will certainly be needed if the Nadell Patisserie and the rest of the catering industry can persuade young people that healthy-eating means more jobs.

The book to accompany the second series, *Take Twelve Cooks*, is by Kay Avila and published by Thames Macdonald £7.95 (0 358 12837 8). The 12 chefs featured are: Pius Leith and Raymond Blanc, on home cooking; Richard Shepherd and Nico Ledenis on soups and sauces; Anton Mosimann and Joyce Molynaux on fish; Albert and Michel Roux and Pierre Koffmann on meat; Jane Grigson and Peter Kromberg on vegetables and John Huber and Michael Nadell on desserts.

Lois Rogers

Now Sarah's not so Greene about fabric care



The Lower Brothers Education Unit has produced an educational video package entitled 'Not Another Soap Opera - The Principles of Fabric Care'.

Featuring Sarah Greene, the video lasts 25 minutes and is suitable for the 13+ age group, studying Home Economics, or for any preparation for Life programme in schools or colleges. Content includes choosing clothes, understanding and using care label advice and fibre content labels, choosing the right washing product for the different fabrics and finishing in today's modern wash load. Also included is advice about wise use of washing products, washing machines, tumble dryers and irons.

The package includes comprehensive work cards on fibre, fabric, care labels and stain removal, accompanied by Teachers' Notes.

Notes: Available for academic year September 1985. Price: Video £9.95, Work Cards & Teachers' Notes £3.50, including VAT, postage and packing.

Video/Package is available from: Lever Bros. Education Unit, International Teaching Resource Centre, P.O. Box 10, Wetherby, West Yorkshire, LS23 7BY.

Please send me VIDEO ☐ PACKAGE ☐ (I'll have applicable VAT boxes ticked)

I enclose cheque/postal order for £... made payable to Lever Brothers Limited.

Name

Address

Signed

Date

Position

Your Order Noted? (Insert Address if Different)

Registered in London 234627
Registered Office: 100, Victoria Road, Kingston Upon Thames, Surrey KT1 2SA

EXTRA

ROEHAMPTON INSTITUTE DEPARTMENT OF HOME ECONOMICS ANNUAL CONFERENCE: "DIETARY GUIDELINES FOR HEALTH?"

Saturday 19 April, 1986 at Froebel College, Roehampton Lane, London SW15.

Registration 9.30am. Conference ends 4.00pm.

Guest speakers: Dr Richard Cottrell, British Nutrition Foundation, Professor Donald Naismith and Dr Anthony Leeds, King's College, London, Mrs Sonia Williams, University of Leeds, Mrs Sharon Mansell, Home Economics Adviser, Devon Local Education Authority, Professor Arnold Bender, formerly University of London, Dr Juliette Gray, Consultant Nutritionist.

Conference fee £10.00 inclusive of morning coffee, lunch and afternoon tea.

To apply please send a cheque or postal order payable to 'Roehampton Institute' to Mrs T Sharma, Home Economics Department, Digby Stuart College, Roehampton Lane, London SW15 5PH (Tel: 01-876 8273 extn 286).

Please state with your application your name, address, telephone number, name of school or college and your position at school/college.

Places are limited. Please send your application by 17 March, 1986.

FINDING OUT ABOUT MILK

The Scottish Milk Marketing Board can supply to Scottish Schools a wide range of educational material featuring the production of milk and associated products and showing their importance in the daily diet. The material is designed to suit most ages and ranges from infant readers to good grooming and nutritional booklets for senior pupils. A leaflet entitled "Finding Out About Milk" giving full details of material and other services offered by the Board is available on applications to:

The Education Officer, Scottish Milk Marketing Board
Underwood Road, Paisley PA3 1TJ

PLEASE NOTE:

Schools within England and Wales and Northern Ireland requiring educational material should contact the appropriate organisation in their own area:

England & Wales: The National Dairy Council, National Dairy Centre, John Princes Street, London W1M 0AP.
Northern Ireland: Dairy Council for Northern Ireland, 4-6 Castle Arcade Buildings, Belfast BT1 5DG.



ROBERT GORDON'S INSTITUTE OF
TECHNOLOGY
SCHOOL OF HOME ECONOMICS
B.Sc. IN FOOD, TEXTILES AND
CONSUMER STUDIES

Three years full time course.

Further details from the Academic Registrar
Robert Gordon's Institute of Technology
Schoolhill, Aberdeen AB9 1FR
(Tel: 0224 633611)

EIGHTH INTERNATIONAL HOME ECONOMICS RESEARCH CONFERENCE 10, 11, 12 September 1986 Kelvin Conference Centre, Glasgow.

PAPERS ARE INVITED FROM THOSE ENGAGED IN RESEARCH
RELATED TO ASPECTS OF HOME ECONOMICS.
ALL HOME ECONOMISTS AND MEMBERS OF RELATED
PROFESSIONS ARE INVITED TO APPLY FOR DETAILS FROM
ORGANISER:

RUTH MURPHY, QUEEN'S COLLEGE GLASGOW,
1 PARK DRIVE, G3 8LP.
(041 334 8141).



Pascal demonstrates the preparation of a fish dish.

Bon appétit

Philippa Davidson reports on a cookery course

Roses bloom there, even in October, but Picardy is a region unjustly neglected by tourists heading determinedly for its better known neighbours Normandy and Brittany. It wasn't a study of the flora that we - 53 teachers on an inspection visit courtesy of Hourmont Travel - had in mind. Our introductory course in French cuisine promised a chance to forget high fibre, brush up on our flaky pastry and, less welcome, gain half a stone in weight as we sampled our efforts.

William the Conqueror, like the school travel service, was not slow to recognize the chief advantage of the Picardy coast, namely its proximity to England. By early afternoon we were scurrying around the Village de Vacances at St Valéry-sur-Somme (the very spot, in fact, from which the Conqueror set sail in 1066), getting to grips with the heating system.

The purpose built red-roofed holiday centre is managed by one of those astute Parisiennes who can make even a pair of gumboots look chic. Next morning the charms of the centre became more apparent. Early morning joggers swishing through the wet grass past the grazing goats to the cliff top were rewarded with the sight of the mud flats of the Somme estuary shrouded in the October mist; and a little shrine that houses the remains of the Saint who gave the town its name.

Apart from a *ficelle picarde* (a local speciality - a pancake in cheese sauce), we hadn't seen much food yet. There had been a brief stop at the fish market at Etaples to observe the uncooked variety still wriggling on tastefully arranged slabs, fresh from the morning catch. Some fishermen were sitting through a heap of what looked like insects, "Crevettes grises" said our guide, Jacques as he told us we'd be encountering them on his buffet table the following day.

Jacques, one of the three hoteliers as indispensable to Hourmont as the courses as kitchen knife, is a genial *viveur* whose culinary vocabulary could never encompass the words "Cuisine minceur". Crowded into the dark sitting room of his hotel at Le Touquet we craned our necks for a better view of the square-shouldered Bordeaux bottle as our first lesson commenced. After the story of the grapes from vine to vat came the chance to quiz to see how much we had remembered (a technique which Jacques uses successfully with pupils). Then came cheeses - uncooked, cooked, soft, crust, hard rind, Camembert, Roquefort and a host of unfamiliar names - with Jacques unable to conceal a moist eye as he eulogized over his favourite Mimitolite.

Those creamy rolls of goat cheese would never arrive on the cheeseboard without the sweat and toil of the farmers' wives who supervise the production from milking the animals to

market day. At the centre of the particular cottage industry we visited was a herd of 50 goats, all named for easy identification. The dairy was too small to accommodate us all so while Madame explained the intricacies of cheese-making, Monsieur who had just come in from a hard day's shooting demonstrated the milking routine. The sea at Le Crotoy, just around the bay from Saint Valéry, is about as visible as it is at Morocco, though the boarded up holiday flats serve as a reminder that its wide sandy beach in the summer months teams with the Parisian bucket and spade brigade. At Le Carvelier, right on the beach, we met Pascal, the chef who was to guide us through meat and fish.



Cutting out the banter he set us to work straight away, chopping onions for the sauce for the *moules marinières* and garlic for the butter we would need for the stuffed mussels. A high spot of the fish day for pupils is the moment when the first brave soul dares to swallow an oyster. For an adult party, for whom oysters are supposedly no novelty, the spine-chilling experience was the gutting of a huge seven kilo turbot, with one volunteer delving into the fish's guts to haul out all manner of lurid unmentionables.

By this time it wasn't only the vegetarian member of our party who decided to opt out of the lavish crustacean buffet laid on by our generous host. Some mussels, effectively concealed in a mayonnaise, had already claimed a casualty and though many were still game for picking at crabs' legs, others preferred to gaze at

the magnificent display. For pupils, of course, the chef would have had chicken and chips at the ready.

Next day we were back at the Caravelier for a meat demonstration, focusing on the planned pig much loved of Mrs Beeton. "We eat everything of the pig," said Pascal proudly as we made copious notes on loin chops, *rillettes* and *lardons*. The dish of the day made, however, a carbomade of beef made with brown ale and *pain d'épice*, teeming treat of French children. More onions, more streaming eyes.

Not so long ago French textbooks were full of pictures of bakers kneading shovelfuls of *baguettes* in brick ovens. At the boulangerie Trup Monsieur André begins his 12 hour shift at 9pm, assisted by the eldest of his nine children. We helped out with the croissants, folding the dough to make the envelope shape; making the dough forms part of Hourmont's advanced cuisine course. One home economist ran her finger critically along the dusty shelf and asked Monsieur le Boulanger about wholemeal bread. No, he said, there was no great demand for *pain de seigle* in Roubaix. So much for the health revolution.

Hourmont offer French cuisine courses at Berck-sur-mer and Font Mahon, as well as Le Touquet, Le Crotoy and Saint Valéry. Le Touquet boasts a sports centre which mosquito requires clients to remove their shoes before entering. For a holiday where pupils would be able to practise their French away from the lure of expensive shops most teachers felt Monsieur Valéry was hard to beat, with its medieval ramparts and sleepy harbour once a great port. Agincourt, Calé and Montreuil (no longer surmer since the sea retreated to Le Touquet in the Middle Ages) are nearby as are various 20th-century battle sites.

Which children would benefit most from the cuisine course? TVEI students, said a Newcastle teacher, or those with a definite vocational interest in the subject. A middle school head saw possibilities for younger children. Both Saint Valéry and Le Crotoy are ideal places to absorb French life and if nothing else, all children will benefit from knowing that all fish is breadcrumbed and finger shaped days of low let diets the French can still teach us something about standards in the preparation and presentation of food. At the end of the course some were worried by the lack of nutritional content, but then the differences in the British and French diet could always be used as a starting point for discussion.

Rural children would not be interested in cheese-making, said the Somerset contingent, though towns would certainly find the goat farm and the bakery illuminating. Some teachers felt that wine would hold little interest for their children, and would have preferred a demonstration of a cheese recipe instead. Hourmont are always willing to adapt their courses, subject to the approval of their chefs. But they will be keeping to French for the lectures. Somehow it just wouldn't be right to sing the praises of a Camembert in English.

No visit to the Channel coast would be complete without an unusual on the hypermarket (always a popular option with pupils). Contrary to accepted traditions, we were advised to load up with packets of confectioners' custard, ready-made pancakes for *ficelles picardaises* and *pain d'épice*. At 9p per kilo that meant carbomade *flan* for all my winter dinner parties.

Hourmont's Introduction to French Cuisine course costs from £108 to £118 per head depending on date of travel. Parties should be 30 or more but smaller parties are accepted on payment of a supplement. For further details of this and other study courses contact Hourmont Travel, Brunel House, Newnham Road, Bristol BS2 8LU (Tel: 0272 625911).

HEREFORDSHIRE TECHNICAL COLLEGE Folly Lane, Hereford HR1 1LS Tel: (0432) 267311

Principal: G. L. Bateman, M.Sc., C.Eng., F.I.M., A.U.M.I.S.T.
Head of Catering & Institutional Management Department: J. D. Crane, F.H.C.I.M.A.

B.T.E.C. National Diploma in Home Economics

(2 year full-time)
C.G.L.I. Certificate in Home Economics for Family and Community Care
(2 year full-time)
C.G.L.I. Cookery Certificate (1 year full-time).

PRIMARY HEADSHIPS

continued

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION DEPARTMENT
WICK AND MARCROSS CYN
HEADSHIP required for a primary school. Applications should be sent to the County Council, Education Department, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

NEWMARKET
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
APPLY TO THE CITY OF SHEFFIELD, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

OXFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

HAVERING
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPLY TO THE COUNTY COUNCIL, EDUCATION DEPARTMENT, 1st Floor, 100, Victoria Road, Cardiff CF10 1NF. Closing date 15th March 1986. 110010

Redbridge London Borough DEPUTY HEADSHIPS (From September 1986)

ALDERSBROOK PRIMARY SCHOOL
Harpden Road, Wanstead London E12
Head: Mrs S M Croucher B.A., Dip Ed
Telephone: 01-550 0210

Applications are invited from able and enthusiastic teachers with wide experience throughout the primary age range for the post of Deputy Head of the well-established Group 5 primary school. Applicant should state in which area of the curriculum their strength lies.

GOODMAYES PRIMARY SCHOOL
Aldersbrook Road, Goodmayes, Ilford, Essex IG3 9RW
Head: Mr A J Darnall B.A.
Telephone: 01-550 5810

Applications are invited from enthusiastic and ambitious teachers for the post of Deputy Head of this Group 6 primary school, which is housed in two attractive modernised buildings. Applicants should be seeking the opportunity to take a significant part in the management of a large multi-cultural school. Experience here will enhance career prospects.

WOODLANDS INFANTS' SCHOOL
Lofford Lane, Ilford, Essex IG1 2PJ
Head: Mrs J Macdonald
Telephone: 01-478 3769

A Deputy Headteacher is sought for this Group 4 infants' school, which is situated in new buildings adjacent to parkland in the south of the borough. Applications are invited from experienced teachers interested in joining an enthusiastic staff and playing a major part in curriculum development.

Outer London Allowance is payable, and removal expenses and other fringe benefits may be paid in approved cases. Application forms and further details of the above posts are obtainable from and returnable to the Director of Educational Services 226-259 High Road, Ilford, Essex IG1 1NN (Tel: 018 320 0000 Ext 193). Closing date: 14 March 1986

SURREY COUNTY COUNCIL

"FRINGE AREA LONDON ALLOWANCE £284 p.a. throughout the County.

*Temporary housing may be available.

*Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

CLEVES COUNTY MIDDLE SCHOOL
Oatlands Avenue, Weybridge, Surrey

DEPUTY HEADTEACHER required from April 1986 or as soon as possible thereafter for this Group 8 school for pupils aged 9-12. Number on roll January 1986 - 431.

Salary Scale: £10,272 - £11,514

Application forms and further details from: North East Area Education Office, 7 Monument Hill, Weybridge, Surrey, KT12 8RZ</

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

هَذَا مِنْ أَصْحَابِ

SECONDARY CRAFT DESIGN & TECHNOLOGY continued

HAMPSHIRE

PERIPATETIC TEACHERS OF CRAFT DESIGN AND TECHNOLOGY

ALREADY IN HAMPSHIRE SCALE 4

Appointments: Number of

Autumn Term 1986

Applicants should be able to

teach the full range of Design &

Technology subjects including

Graphic communication. An

introducing in teaching

Courses in Technology and in

contributing to the training

of teachers would be an

advantage. The ability to

teach Design and Technology

to examination level at 16+ is

essential.

Removal expenses paid in

advance on appointment.

Further details and applica-

tions forms can be obtained by

sending a S.A. 2 to: The Coun-

ty Council, Education Officer, (Ref.

0818/85/86) The County Council,

Chichester, PO19 1UD. Closing

date for applications: 28th March

1986. (09550) 132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

132190

ESSEX

THOMAS, LORD AUDLEY

SCHOOL

Colchester Avenue, Colchester

COE 8/85

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

Colchester 47911

NORTH TYNSIDE

METROPOLITAN BOROUGH

EDUCATION OFFICER

Queen Alexandra Road West,

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

South Shields NE33 8JZ

HAMPSHIRE

COMPREHENSIVE SCHOOL

Eastwood Lane, Totton,

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

Southampton SO4 1JZ

SECONDARY HOME ECONOMICS

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Lane, Tonbridge, Kent TN11 9JL
11-18 years (160 VI form)
Required for September 1986. A well qualified and experienced teacher to lead a department of Home Economics. The post is a full-time post with a salary of £13,500 p.a. plus pension. The successful candidate will be responsible for the development of the department and for the teaching of the subject. The post is a full-time post with a salary of £13,500 p.a. plus pension. The successful candidate will be responsible for the development of the department and for the teaching of the subject.

NORFOLK

KING EDWARD VII HIGH SCHOOL
Oxford Road, King's Lynn
11-18 years (160 VI form)
Required for September 1986. A well qualified and experienced teacher to lead a department of Home Economics. The post is a full-time post with a salary of £13,500 p.a. plus pension. The successful candidate will be responsible for the development of the department and for the teaching of the subject.

Mathematics

Heads of Department

AVON COUNTY COUNCIL
EDUCATION DEPARTMENT
MEMORIAL ROAD, BANHAM
11-18 years (160 VI form)
Required for September 1986. A well qualified and experienced teacher to lead a department of Home Economics. The post is a full-time post with a salary of £13,500 p.a. plus pension. The successful candidate will be responsible for the development of the department and for the teaching of the subject.

DEVON

Please see displayed advertisement on page 53.
133418

DOHA

See Doha College (Overseas) 133418

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE SCHOOL

Newquay Trevelgas School, Bradley Road, Newquay, Cornwall TR7 3JA. Group 10. No. On Roll 768. Sixth Form of 70.

Head of History: Scale 3

Required for September 1986. A well qualified and experienced graduate teacher to lead an innovative and lively department. The vacancy arises on the promotion of the previous holder to a Head of Sixth Form post in another county.

Modern Languages: Scale 1

Required for September 1986. A well qualified and experienced teacher for the above post. Applicants should state clearly both their specialist and their subsidiary subjects. Both French and German are taught by the Department.

Application forms/further details available from the Headteacher at the school, on receipt of S.A.E.

PRIMARY SCHOOL

Troon C.P. Junior & Infant School, Troon, Camborne, Cornwall TR14 9ES. Group 4.

Deputy Headteacher

Applicants should have wide experience of primary school teaching. The successful candidate will be energetic and enthusiastic, committed to curriculum development and evaluation. In addition to the duties required of a Deputy Headteacher, candidates should be able to offer experience in a major curriculum area. The vacancy occurs due to the promotion of the current postholder.

The post is available from 1st September, 1986.

Application forms available from the Headteacher on receipt of S.A.E.

Closing date 7th March, 1986.

Cornwall

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

100024

**OXFORDSHIRE
COUNTY COUNCIL**

There will be some material responsibility in addition to contribution to the development of the emerging curriculum.

The Physics department has a history of success within the school, which is situated in an area of significant scientific interest.

Application forms and further information can be obtained from the Physics Department.

welcome. (18383) call 134

Council

qualified teachers for the
and otherwise application
) from the Head at the school.

N

and FE College, Nor 1500)

OF BOY'S PHYSICAL EDUCATION

to contribute to all aspects of the

...the Principal, enclosing see, for job
ON
FOR 825)
ER, SCALE 1, of Special Needs
particular interest in numeracy. A will
the circular life of the school will be
IDGWATER
FOR 848)

progress of pupils in the first two
ordinate arrangements for the transfer
t.

SCALE 1, to teach throughout the 1
were seeking an enthusiastic teacher
ed in all aspects of the work of a fo
applications are invited both from
those on their last year of training.

MINEHEAD

DEPUTY HEAD TEACHER for this responsibility for girls welfare. Candidate should be experienced in English or Mathematics as their principal subject with full cv and the names and addresses of referees including a SAE.

HEAD for this Group 4 school. With ideas and imagination. With curriculum development and co-ordinating. To organise and develop music through mathematics and computers. Contact of England preferred.

SCHOOL, SHEPTON MALLET (NO
Y HEAD (Group 3) with a sensitive
needs. An experienced, versatile
who will make a significant contrib
riculum development. Ability to
mathematics across the primary a

INFANTS, BRIDGWATER (NOR 101)
HEAD for this group 2 infants scho
 interest in all aspects of curricu
 youngest age group.

be flexible and enthusiastic. Experience preferred.
TEACHER SCALE 1 for a classroom.
 Applicants are welcome to visit.

2. A well qualified and enthusiastic 5-8 year olds. Music an advantage. Permanent appointments. All at school (by appointment please). Closing date 5th March 1988.

[illegible]

SECONDARY SCIENCE

Scale 1 Posts

AVON COUNTY
ST. KATHERINE'S SCHOOL
PILGRIM ROAD, BRISTOL
Required for the beginning of the Summer Term 1986. A qualified teacher (Scale 1) of Chemistry, Physics and Biology to teach a second scientific subject or combined Science. Immediate to the Headmaster giving full C.V. and two referees. 134822

BEDFORDSHIRE
NORTHERN AREA
SANDY UPPER SCHOOL
Engle Avenue, Sandy, Beds.
Tel: Sandy 30388
Two Science Teachers
Required for September 1986. Scale 1 or 2, according to qualifications and experience. Advanced level work available. Good facilities in forward-thinking department. Application forms and further details from the Head Teacher (Mrs. J. March 1986) (95784) 134822

BESKSHIRE
EASTHAMPTON PARK SCHOOL
Easthampton Park, Wokingham RG1 3DF
NOR: 1601
Required for September 1986. Teacher of Physics (Scale 1). The teacher appointed will be expected to teach integrated science in the first two years, and physics and chemistry in the upper school. The form work will be available in the summer term. Further details and application forms available from the Head Teacher (Mrs. J. March 1986) (95784) 134822

County of Cleveland

AN EQUAL OPPORTUNITIES EMPLOYER

CLOSING DATE - 7th MARCH, 1986
Application forms and further details for the undermentioned three posts obtainable from and returnable to the County Education Office, Education, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN (telephone Middlesbrough 246155, ext 3015/67). Financial assistance with household removal expenses may be available in approved cases.

PRIMARY SCHOOLS
VEWILL HILL INFANT SCHOOL,
Hemlington, Middlesbrough, Cleveland, TS8 9HL

HEAD TEACHER (GROUP) 5
Applications are invited from suitable qualified and experienced teachers for the Headship, from September, 1986, of the infant school with a 30 place nursery class, which serves a modern housing area in the Southern outskirts of Middlesbrough.

ALDERMAN WILLIAM JONES PRIMARY SCHOOL,
Tennyson Avenue, Grangetown, Cleveland, TS6 7NP

HEAD TEACHER (GROUP 5)
Applications are invited from suitable qualified and experienced teachers for the Headship of this junior school, from September, 1986, or earlier if possible. This primary school which has a 35 place nursery class.

RAVENSWORTH JUNIOR SCHOOL,
Ravensthorpe Avenue, Normanby, Cleveland, TS6 0EE

HEAD TEACHER (GROUP 4)
Applications are invited from suitable qualified and experienced teachers for the Headship of this junior school, from September, 1986, or earlier if possible.

Application forms and further details for the undermentioned three posts obtainable from and returnable to the Education Office at the school. Applications by letter should contain details of education, training, qualifications and experience, together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.

SECONDARY SCHOOL
EGGLESCLIFFE SCHOOL (11-18 mixed comprehensive, 1097 on roll), Uxley Nook Road, Egglecliffe, Cleveland, TS16 0LA (Telephone Egglecliffe 733666).

Scale 3
HEAD OF ART DEPARTMENT
Required for September, 1986, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

Scale 1 MATHEMATICS
Required for September, 1986, a teacher of Mathematics with the ability to teach 'A' level. Applicants who can contribute to the teaching of either Computer Studies or Economics would be welcomed although this is not essential.

SPECIAL SCHOOL
BEVERLEY SCHOOL, Beverley Road, Middlesbrough, Cleveland, TS4 3LQ (Telephone Middlesbrough 815500).

Scale 3(S) TEACHER IN CHARGE OF SECONDARY DEPARTMENT
Required for September, 1986, or earlier if possible, a suitably qualified and experienced teacher of the deal for this higher management position in this day total communication school which has working links with a local comprehensive school.

In addition to overseeing and developing individual integration programmes the successful candidate will be expected to play a major role in the development of special school curricula. Subject area specialist knowledge or curriculum experience could be stated. The applicants must have well developed total communication skills.

BOLTON

METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES
TURTON HIGH SCHOOL
Cotton Road, Bolton BL7 5JL
12.18
PHYSICS SCALE 1
Temporary Teacher required for September 1986. To teach Physics throughout the school. Level work available. Applications for suitable candidates should be sent to the Headmaster, Bolton BL7 5JL to be returned to Head Teacher as soon as possible. 134822

BRENT
LONDON BOROUGH OF
CONVENT OF JESUS AND
MARY GIRLS HIGH SCHOOL
Cotton Road, NW10 4EP
12.18
PHYSICS SCALE 1
Required for 28th April - A teacher for General Science (Scale 1) to cover the school. A Biology Specialist preferred. Applications for suitable candidates should be sent to the Headmaster, Convent of Jesus and Mary, Bolton BL7 5JL to be returned to Head Teacher as soon as possible. 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
QUEEN EDITH'S WAY
Cambridge CB1 4NN
Required for September 1986. A teacher of General Science (Scale 1) to cover the school. A Biology Specialist preferred. Applications for suitable candidates should be sent to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN to be returned to Head Teacher as soon as possible. 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
QUEEN EDITH'S WAY
Cambridge CB1 4NN
Required for September 1986. A teacher of General Science (Scale 1) to cover the school. A Biology Specialist preferred. Applications for suitable candidates should be sent to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN to be returned to Head Teacher as soon as possible. 134822

COVENTRY
CITY OF COVENTRY
ASSISTANT TEACHER
Required Easter 1986 at:

SIDNEY STRINGER
SCHOOL & COMMUNITY
COLLEGE
Cox Street, BN1
Tel: 0203 51756
(Social Priority School)

SCIENCE Scale 1 to join a team of 12. Ability to teach Physics desirable. Part time applicants may be considered.

Apply by letter together with full curriculum vitae and names and addresses of two referees to the Headmaster, Sidney Stringer School & Community College, Cox Street, BN1. Applications should be accompanied by a recent photograph. Headmaster's advertisement. Enclose SAE if acknowledgment required. Conveying details.

An Equal Opportunity Employer. (16358) 134822

DORSET
FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown
Mixed Comprehensive, Group 15
1350 on roll. B.A.
Required September 1986. Teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities
Employer

THE CRESTWOOD
SCHOOL
Kingswinford, Mids.
D.V. 600
(12-18 co-ed. comp. Group)

For Physics Teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

EAST SUSSEX
WILLIAM PARKER SCHOOL
Park Road, Hastings
Tel: 0323 35000
Voluntary controlled boys comprehensive, 11-18
From September, 1986, a teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

ESSEX
ILFORD URSULINE HIGH SCHOOL
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

ESSEX

ILFORD URSULINE HIGH SCHOOL
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

ESSEX
GRAYES SCHOOL
Hawthorn Road, Grayes RM17 1LL
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

CALDERDALE
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
CALDER HIGH SCHOOL
Mycroft Road, Hebden Bridge
12.18
PHYSICS SCALE 1
Required for August 1986, a teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

CAMBRIDGESHIRE
(Equal Opportunity Employer)
QUEEN EDITH'S WAY
Cambridge CB1 4NN
Required for September 1986. A teacher of General Science (Scale 1) to cover the school. A Biology Specialist preferred. Applications for suitable candidates should be sent to the Headmaster, Queen Edith's Way, Cambridge CB1 4NN to be returned to Head Teacher as soon as possible. 134822

COVENTRY
CITY OF COVENTRY
ASSISTANT TEACHER
Required Easter 1986 at:

SIDNEY STRINGER
SCHOOL & COMMUNITY
COLLEGE
Cox Street, BN1
Tel: 0203 51756
(Social Priority School)

SCIENCE Scale 1 to join a team of 12. Ability to teach Physics desirable. Part time applicants may be considered.

Apply by letter together with full curriculum vitae and names and addresses of two referees to the Headmaster, Sidney Stringer School & Community College, Cox Street, BN1. Applications should be accompanied by a recent photograph. Headmaster's advertisement. Enclose SAE if acknowledgment required. Conveying details.

An Equal Opportunity Employer. (16358) 134822

DORSET
FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown
Mixed Comprehensive, Group 15
1350 on roll. B.A.
Required September 1986. Teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities
Employer

THE CRESTWOOD
SCHOOL
Kingswinford, Mids.
D.V. 600
(12-18 co-ed. comp. Group)

For Physics Teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

EAST SUSSEX
WILLIAM PARKER SCHOOL
Park Road, Hastings
Tel: 0323 35000
Voluntary controlled boys comprehensive, 11-18
From September, 1986, a teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

KENT

PHYSICS - NEVENOAKS
Man or woman graduate for large department with a great deal of Sixth Form teaching. The department is shortly to be re-organised and extended. See independent schools. 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DIVISION
MASCALLS SCHOOL
Fiddlers Wood, Kent
1330 mixed
Required for September 1986. A teacher of Physics (Scale 1) to teach across the full range of ability in this expanding subject area. An interest in new approaches to Technology or will be a welcome.

Application form further details from Head upon receipt of a large SAE. Closing date 1st March 1986. (16146)

KINGSTON
UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
Richmond Road, Kingston
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

LONDON BOROUGH OF
NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

NEWMAN
Bromley Road, London E12 6BT
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REDBRIDGE

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

REVEN KINGS RICH
SCHOOL
Ley Street, Redbridge
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

Speech and Drama

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

HEREFORD AND WORCESTER
COUNTY COUNCIL
DROITWICH HIGH SCHOOL
Ombury Road, Droitwich, Worcs, WR9 1SA
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

BIRMINGHAM

CITY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION DEPARTMENT
HODGKINS ROAD, B36 8EY
12.18
PHYSICS SCALE 1
Required for September 1986, or earlier if possible, a suitably qualified and experienced teacher to take responsibility for this successful department. An ability to develop further and high level of sixth form teaching will be looked for.

BIRMINGHAM
CITY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOY

Stockton-on-Tees, Borough Council, Personnel Unit, Manpower Services Commission Youth Training Scheme Scheme Manager S.O. 1/2 £9,976 - £11,804

Stockton-on-Tees Borough Council at present sponsors a Mode B1 100 place Youth Training Scheme, funded by the Manpower Services Commission which provides instruction and training covering Occupational Training Families 2, 4 and 10.

It is intended to develop the scheme in accordance with the provisions of the new two year scheme which comes into operation on 1st April, 1986. The Council is therefore seeking a suitably qualified and experienced Manager for the scheme who has the ability to manage the scheme in accordance with the requirements of both the M.S.C. and the Council; to motivate and supervise adults and trainees employed on the scheme; to ensure that suitable training programmes are prepared and implemented; to obtain and liaise with placement providers, statutory and voluntary organisations and agencies to control expenditure in accordance with M.S.C. and Council policies and procedures; and to prepare and present written reports as appropriate.

Interested please write with full C.V. to Mr J. Ball, Personnel Officer, Stockton-on-Tees Borough Council, Walker House, Castle Centre, Stockton-on-Tees, Cleveland. Applications to arrive not later than 7th March, 1986. (Job Description available).

YOUTH & COMMUNITY continued

HERTFORDSHIRE COUNTY COUNCIL MID HEATHS DIVISION YOUTH AND COMMUNITY SERVICE MAXWELL PARK CENTRE Hemel Hempstead, Herts WD1 1JH

Required at this voluntarily-managed Centre, it is expected that the person appointed will have experience of Centre-based programmes, good administrative skills and the ability to co-ordinate work with a number of other agencies involved in community initiatives. Remuneration will be in accordance with the M.C. Scale 3 (C) (£8,595 - £9,651 p.a.) plus a Fringe London weighting of £254.

Informal enquiries may be made of Trevor Stedman, Area Youth and Community Officer, Tel: 0462 44311. Ext. 511.

Application forms and further details are available from: John Holditch, Head of Department, Youth and Community Service, De Montfort College, The Walk, Porters Bar, Herts. SG8 6PP.

The closing date for applications is March 7th 1986.

An Equal Opportunity Employer. (15301) 440000

NORFOLK

NORFOLK YOUTH AND COMMUNITY SERVICE

Applicants should be qualified and suitably experienced Youth workers and/or teachers for the post of divisional Youth and Community Officer at Dersingham.

The post is based in a converted centre serving a growing village and its surroundings. Dersingham is close to Sandringham and other royal estates villages. It is midway between the seaside town of Hunstanton and the major town of King's Lynn. The person appointed will be a member of the western area team, who collectively are responsible for a programme of events to suit the needs of the local young people.

Candidates need to be good face to face workers, able to organise and lead a team of part-time workers, liaise with other agencies in the division and carry out the associated administration efficiently and effectively.

Salary (range 3) JNC post 132,588 - £29,651 p.a. (points 6-8).

Application forms and information regarding the service are available from: s.a.c. from County Education Officer (Rat, PB/PC) County Hall, Marston Lane, Norwich NR1 2DA.

Closing date 21st March 1986. (15952) 440000

LONDON SUN CASS'S FOUNDATION AND RED COAT CHURCH OF ENGLAND SECONDARY SCHOOL

Applications are invited from people with substantial and varied experience in the field of work involving young people for the full-time post of

**SCHOOL/COMMUNITY
LIAISON OFFICER**

The Officer would be school-based and would work in a supportive capacity to the pastoral team of the school and in close co-operation with the school's SWO team which is based at the local Divisional Office.

Responsibilities would include the fostering and encouraging of positive links between the school and the community which it serves. The post demands initiative and a willingness to work flexible hours, including some work in the evening and during school holidays.

Salary: p.a. £8,500 + negotiable according to age, experience and other factors. 26 days annual holiday.

For further details and an application form please apply to: The Director, World-wide Education Services, 44-50 Tottenham Court Road, London W1P 0LN. Tel: 01-387 9291.

Applications close on 18th March 1986. 460000

Overseas Appointments

EGYPT

ALEXANDRIA English Teachers

Young graduates wishing to gain experience in TEFL are invited to apply for posts as Junior teachers of English at Victoria College and El Nasr Girls' College, Alexandria. These posts are on a voluntary basis and carry a local salary of £2860 per month, with summer bonuses paid in sterling. There are two year contracts.

For further details and an application form please apply to: The Director, World-wide Education Services, 44-50 Tottenham Court Road, London W1P 0LN. Tel: 01-387 9291.

Applications close on 18th March 1986. 460000

All advertisements
are subject to the
conditions of
acceptance of Times
Newspapers Ltd,
copies of which are
available on request.

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

Senior Teaching Appointments in North West Europe

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts in West Germany which are to be filled from the Autumn Term 1986.

Headteacher Bishoppark First School, Paderborn (Group 5)

An experienced teacher, preferably with recent experience at deputy or headship level, is required for this purpose - built First School serving families of the Sennelager garrison.

The demands of the post would ideally suit someone with substantial experience in the early years of primary schooling and who is committed to an integrated approach, using first-hand experience across the curriculum.

The School is built on traditional lines with a capacity of around 350, although the current roll is 270, with 12 teachers including Headteacher.

Deputy Headteacher Dalton Middle School, Dusseldorf (Group 5)

A suitably qualified and experienced teacher is required for this purpose built school catering for 9-13 year olds. The successful candidate should be able to offer a wide range of teaching and organising ability. In addition to this they may be asked to assume Head of Department status in their curriculum strength. Alternatively, the successful candidate may be asked to become a Year Co-ordinator.

A teacher is sought with a record of good relationships with children, staff and parents and a commitment to Middle School ethos and philosophy.

Deputy headteacher Krefeld Primary School, Krefeld (Group 5)

A suitable and experienced teacher with broadly based classroom experience is required for this purpose built school of traditional design.

A willingness to be involved in the full range of the First School curriculum is essential. Particular knowledge and experience in one aspect of the curriculum will help the successful candidate play a leading role in staff development.

SALARY is in accordance with the current Burnham scales. In addition, the London Area Allowance currently £1,038 per annum is payable.

SUPERANNUATION normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE A tax free allowance is payable.

ACCOMMODATION is normally provided rent free.

DURATION OF ENGAGEMENT initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom.

Applicants should note that although the preferred age is under 47 at the commencement of the engagement, selected senior postholders may continue in post until the age of 55.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details should be made to:

Ministry of Defence
CM(e)103
Room 605
St. Christopher House
Southwest Street
London SE1 0TD

or by telephone on 01-921-2116

The closing date for completed application forms is Friday 14 March 1986.



The Centre for British Teachers Limited OMAN

INSPECTORS AND TEACHERS OF ENGLISH

We are recruiting Inspectors of English and Teachers of EFL at Secondary level to join the Centre project in Oman. Postings will be to various schools throughout the country and are suited to single teachers or to married teaching couples.

Qualifications: Teachers must have a degree in English or Modern Languages; a PGCE; a minimum of 4 years TEFL experience. Inspectors (male only) must have the above qualifications with a minimum of 7 years TEFL OR an M.A. in Linguistics and a minimum of 6 years TEFL experience.

Experience must be post qualification.

Teachers and Inspectors must have a full, current driving licence.

Contract: Contracts are for one year, starting 1 September 1986. Tax-free salaries, including allowances, of OMR40 to OMR100 per month for teachers, and OMR58 per month for Inspectors (joint rate of exchange OMR54 = £1). Subsidised housing, accommodation; return airfare; baggage allowance; medical services; tax-free resettlement allowance of 1 month's salary on completion of contract.

MALAYSIA

STUDY SKILLS IN ENGLISH

We are recruiting Teachers of Study Skills in English for Residential Schools in Malaysia. They will work closely with Malaysian and British colleagues teaching Arts and Science subjects for Cambridge 'A' level exams.

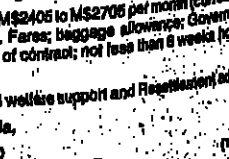
Qualifications: Teachers should have a degree; a PGCE; a minimum of 5 years teaching experience, including 3 years TEFL experience. Experience of teaching Study Skills at Pre-University level will be an advantage.

Contract: Contracts are for 1 year, starting 18 June or 1 August 1986. Salaries range from M\$200 to M\$2700 per month (conversion of exchange M\$42 = £1) with allowances for dependent spouse and children. Fare; baggage allowance; Government medical service; generous tax-free resettlement allowance paid on completion of contract (not less than 6 weeks' salary p.a.).

The Centre also provides a thorough briefing in Britain; in-country orientation; professional and welfare support and Resettlement Subsidy.

For further information please write quoting Reference T230 (Oman) or T234 (Malaysia).

THE CENTRE FOR BRITISH TEACHERS LIMITED
QUALITY HOUSE, QUALITY COURT, CHANCERY LANE, LONDON WC2A 1HP



MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for Middle and Secondary Teachers WEST GERMANY September 1986

S1. Special Needs - Head of Department - Scale 3 Kent School, Hostert, West Germany

A well qualified and suitably experienced teacher is required to lead a department responsible for the diagnostic assessment of new pupils and the provision of support to meet those with special needs. The department also has an important advisory role with the rest of the staff and in the formulation of policy.

S2. Computer Studies - Scale 2 Kent School, Hostert, West Germany

An enthusiastic graduate teacher is required who will make a major contribution in the field of computer assisted learning. He/She must be able to assist the HOD in teaching Computer Studies and also be willing to encourage the application of computer education throughout the School.

S3. Mathematics/Computer Studies Adviser and Coordinator - Scale 2 Dalton Middle School, Ratingen, West Germany

An appropriately qualified and experienced teacher is sought to take over the Mathematics/Computer Studies programme of this 9-13 purpose built middle school. The post involves teaching to all age and ability levels, as well as coordination of the subject and advising colleagues on content and methodology. There may also be a class tutor responsibility.

S4. Physics - Scale 1 Queen's School, Rheindahlen, West Germany

A well qualified teacher is required to teach Physics throughout the School to CSE, O and A level. He/She would also be expected to teach Combined Science in the years before separate subjects are identified. An ability to teach Technology and/or Electronics and some knowledge of Computers in Science would be advantageous.

S5. Special Needs - Scale 1 Cornwall School, Dortmund, West Germany

Applications are invited from teachers with a Special Needs qualification to join a department of three staff. It is well resourced with its own computer plus access to the School's BBC Electron network.

S6. 2 1/2 Home Economics - Scale 1 Gloucester School, Hohne, West Germany

An experienced and committed teacher is required to contribute to the teaching of the Home Economics and Textile courses in a department which operates for years 1-3 within a Creative Arts Faculty as part of a total curricular arrangement alongside CDT and Art. In the upper school examination courses are offered in Textiles, Food and Nutrition and Family Concern. Sixth Form pre-vocational courses in Catering and Community Service feature strongly in the work of the department.

CONDITIONS OF SERVICE

Salary is in accordance with the current Burnham scales. In addition, the London Area Allowance currently £1,038 per annum is payable. Superannuation normal rights are safeguarded; Foreign Service Allowance. A tax free allowance is payable. Accommodation is normally provided rent free. Duration of Engagement initially for a period of 3 years. All applicants should normally be resident in the United Kingdom. Applicants should note that the preferred age for all teachers is under 47 at the commencement of the engagement.

Requests for an application form and further details should be made to:

Service Children's Education Authority 2a
MOD/6/65
HQAE
Court Road, Eltham
London SE8 5NR

The closing date for completed application form is Friday 14 March 1986.

The Civil Service is an equal opportunities employer.



DOHA COLLEGE - QATAR

The Governing Board of Doha College invite applications from experienced British graduates for the following posts and have asked Paces Recruitment Consultants to act on their behalf:

1. Head of Mathematics (applicants should be single or married males with considerable experience as either Head of, or 2nd in a department with substantial 'O' and 'A' level success. Married applicants must have a teaching wife able to offer one of the subjects detailed below. Tax free salary currently in the range of £16,000 - £17,000 (current rate of exchange £1 equals to QR 6.11).
 2. Teacher of English (with experience at 'O' and 'A' level and TEFL/TESL if possible).
 3. Teacher of Maths (with experience at 'O' and 'A' level).
 4. Teacher of Geography (with experience at 'O' level).
- An ability to help with boys' games and PE would be an advantage for posts 2-4.

Applicants for posts 2-4 should be single males or married teaching couples. Tax free salary currently in the range £12,000 - £16,000 (current rate of exchange £1 equals to QR 5.11).

All posts offer superior rent free accommodation, free utilities, annual return air fare etc. Two year contract initially, renewable annually thereafter. The College has 280 children on roll and construction of a new purpose built school will begin shortly.

Interviews will be held in London in late April.

Application forms and further details may be obtained by sending a large stamped addressed envelope to: Department V, Paces, 88 Egleston Gardens, St. Helens, WA10 3BN. The closing date is 10 March 1986.

Paces registered teachers considered automatically.



OVERSEAS POSTS

continued

GREECE
Olympia English Language School
Required for Sept 1986, initial 1 year contract, qualified Teacher of English. Experience preferred. Accommodation provided. Interview further details Tel: 01-921-2116. 460000

GREECE
Experienced EFL teacher. University or College graduates are required. One-year or longer-term contracts. Please send C.V. - degree copies to: S.O. Strassburg, 22 Prax. Koroniki, 25 Thessaloniki, Greece. (15304) 460000

KENYA
HILLCREST INTERNATIONAL SCHOOL
Tel: Nairobi 754282
Organised by the Kenya Teachers' Union for next term is a teacher of Common Core Mathematics and Physics. An international and attitude for games is important. Apply with personal details and photocopy to the Headmaster, P.O. Box 50355, Nairobi. (15353) 460000

NEW YORK CITY
MATHEMATICS
A lively, well qualified Mathematics teacher required for September 1986 at a leading secondary school for girls in Manhattan. Salary range \$12,500 to \$20,000. Applications available from March 10, with C.V. and names of two referees to Mrs Susan Parsons, 150 West 78th Street, New York, NY 10024. Interviews will be held in March. (15318) 460000

PORTUGAL
ALGARVE INTERNATIONAL SCHOOL
Applications are invited from qualified teachers for the following posts, commencing September 1986.
Teacher of Music. The successful candidate will be expected to develop music throughout the international section and should also be able to act as class teacher for a form of 9 and 10 year olds. The post involves a full educational role in the school.
Teacher of biology and chemistry to G.C.E. Level. Applicants for this post should have a minimum of 5 years' experience. The present appointment in this school is £12,000 plus free accommodation, car allowance, etc. Only teachers with a minimum of 5 years' experience will be held in U.K. in May.
Apply to the Headmaster, Algarve International School, P.O. Box 9400, Lagos, Algarve, Portugal. (15355) 460000

SAUDI ARABIA

EFL teachers required immediately for an international school with possibility of renewal. Male teachers only. Salary £12,000 plus free accommodation, car allowance, etc. Only teachers with a minimum of 5 years' experience with British teaching organisation.

Send detailed C.V. to Box No. 125, 90 Evelyn House, St. John's Lane, 22 Essex Street, London WC2A 2BB. (15353) 460000

SAUDI ARABIA

INTERNATIONAL HOUSE

Requires a Director of Studies. The successful applicant will have a B.A. Dip and a minimum of 3 years' experience. For further information and application forms write to: International House, 106 Cavendish, London W1V 9ET. (15351) 460000

SPAIN

Young teachers required for

TEFL in Madrid, 1st October 1986 to 1st January to 30th June 1987. Must be graduates and experienced or with training. Apply General Manager, La Casa Inglesa, Plaza del Marqués de Salamanca 11, 28006 Madrid, Spain. (15347) 460000

SPAIN

SPANISH COURSES IN SPAIN

This summer, autumn and winter, 2, 4, 6 or 8 weeks in the 15th and 16th centuries. Madrid, Cordoba, Seville, Granada, Valencia, etc. Apply to: The Trinity Centre, Avenida de la Constitución 10, Madrid. Tel. No. 03425 (Madrid). (15347) 460000

TOKYO

Wanted an experienced Physics

teacher, and other areas of science to 18, and A.L. courses. Also Math. Science teacher with experience, mixed ability students, 11-18 years. A P.E. teacher, all ability. Experienced English teacher, mixed ability students, 11-18 years, I.B. and A.L. courses. Willingness to sponsor extra curricular activities and pastoral care important. References send C.V. and three referees to: The Headmaster, International School of the Sacred Heart, 2-28-1, 4-chome, Shibuya-ku, Tokyo 150. Tel: (1400) 360000. (15347) 460000

Posts Overseas

Oman

Muscat English Speaking School (Secondary)

Post 1: Head of English

Post 2: Head of Modern Languages (French and German)

Post 3: Head of History

Post 4: Head of Geography

Post 5: Head of Chemistry

Post 6: Teacher 1/c Computer Studies

Post 7: Teacher of Mathematics

Post 8: Teacher of French

Duties Posts 1-8 to develop their subjects through the school to 'O' level (GCSE).

Post 6: the appointee should offer mathematics or science as a second subject.

Posts 7 and 8: to teach their subjects to 'U' level. All appointees will be expected to help with one extra-curricular activity for one hour per week.

Qualifications: candidates, single, or married teaching couples with up to 2 children, should be UK citizens with a British educational background. They should have a relevant degree and PGCE or equivalent. Overseas experience an advantage. Driving licence essential.

In addition: Posts 1 and 2: age range 30-38; minimum 7 years' relevant teaching, and experience in a post of responsibility. Posts 3-8: age range 27-35; minimum 5 years' relevant teaching experience.

Posts 6-8: age range 26-35; minimum 3 years' relevant teaching experience.

Salary: free of local tax on a scale OR 3900-7500 per annum according to qualifications and experience (£1-0.65 approx).

Benefits: overseas allowance OR 80 per month; car allowance OR 40 per month; sitting in allowance; responsibility allowance if applicable; free furnished accommodation; reasonable medical expenses plus medical insurance contributions; terminal gratuity or contribution to superannuation scheme; passage-paid annual leave; baggage allowance.

Contracts: 2-year local contract guaranteed by the British Council, from September 1986.

Closing date for applications: 18 March 1986. Please send clearly the post for which you are applying.

Reference: 55 A 90-577

Pakistan

The British School, Islamabad

Two Assistant Primary Teachers

A multi-national British-type primary school for 90 English-speaking pupils aged 5-11.

Duties: to teach all subjects either to 6-7 year olds or to 9-11 year olds. One post to take music throughout the school.

Qualifications: candidates must be UK citizens and UK qualified teachers with 2-3 years' experience; preferably with some overseas teaching experience. One postholder must be a music specialist. Single women preferred.

Salary: Burnham (Inner London) scale.

Benefits: free furnished accommodation, fares, baggage allowance, superannuation contribution, shared use of car.

Contract: 2-year local contract from end August 1986, guaranteed by the British Council.

Closing date for applications: 14 March 1986.

Reference: 85 B 103-104 T

For further details and application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, London W1P 0DT.

The British Council

middle east

ADMINISTRATION - GENERAL

SALISBURY
SALISBURY DIOCESEAN BOARD OF EDUCATION
ADVISER IN RELIGIOUS EDUCATION
Applications are invited for this post from men or women, clergy or lay, with suitable qualifications and experience of R.E. in Primary/Middle Education to serve the Parishes and Church Schools of the Diocese.
Further details from: The Director of Education, SDBE, 97 Crane Street, Salisbury SP1 3QA. Closing date: 24th March 1988. (16088)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

DERBY Y.M.C.A. REQUIRE

AN ASSISTANT GENERAL SECRETARY

- MAIN DUTIES WILL COVER
1. PROGRAMME PREPARATION AND SUPERVISION.
 2. EXTENDING THE ASSOCIATION'S WORK IN THE LOCAL COMMUNITY.
 3. HOSTEL SUPERVISION.
- A CURRENT DRIVING LICENCE IS DESIRABLE.

SALARY Y.M.C.A. GRADE 3, points 1-5

FULL DETAILS FROM THE CHAIRMAN, DERBY Y.M.C.A., LONDON ROAD, WILMORTON, DERBY DE2 8UT. (15737)



The Christian Education Movement

wishes to appoint a

General Secretary

who will be responsible for the Movement's work throughout the United Kingdom. Salary according to qualifications and experience.

For information about Christian Education Movement, revised job description and application form write to: Brenda Lealman, Acting General Secretary, C.E.M. Lancaster House, Borough Road, Isleworth, Middlesex TW7 5DU, enclosing self addressed envelope. Closing date for applications 7th March. Previous applicants will be reconsidered.

Southwark Diocesan Board of Education Holy Trinity Urban Centre, Lambeth WARDEN

This is an exciting new venture involving a Day and Residential Centre in the heart of London for children and young people. Required, as soon as possible, a WARDEN, who will be a member of the Board's Advisory Team.
Salary: Burnham Scale III plus Inner London allowance.
Full details and application forms from: The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London, SE1 1TD.
Closing date: Friday, March 7th, 1988.
The Board of Education is an equal opportunities employer. (10943)

DEPUTY PRINCIPAL RESIDENTIAL SOCIAL WORKER

Based at Folkwood School, Ringinglow Road, Sheffield, S11 1TB. This is a dynamic and young (two years old) residential school catering for children with emotional difficulties. Having established an operational ethos the staff team is about to embark on phase 2 of the development programme. Colleagues who are committed to the development of progressive residential education are invited to discuss this post. Applicants interested and experienced in any of the three following areas would be most welcome: (1) Family Therapy; (2) Case Work Management; (3) Social and Educational Curriculum Interplay.

APPLICATION FORMS AND FURTHER DETAILS FROM THE HEADTEACHER, FOLKWOOD SCHOOL, RINGINGLOW ROAD, SHEFFIELD S11 1TB. TEL: 0742 351635. CLOSING DATE 7TH MARCH. (12738)

City of Sheffield

An Equal Opportunity Employer



Buckinghamshire County Council

EDUCATION DEPARTMENT SENIOR EDUCATIONAL PSYCHOLOGIST: FIELDWORK TUTOR

SALARY RANGE: £14,864 to £15,963 p.a. (under review)

Required in June 1988, or earlier, to work in association with University College, London, as a fieldwork tutor concerned with the development particularly of post-experience training and also of the initial training programme.

Applicants should have a minimum of 5 years experience as an educational psychologist, an honours degree in psychology (or equivalent), teaching training and experience, preferably in higher or further education, and post-graduate training in educational psychology at a recognised training establishment. A willingness to initiate research relevant to professional practice and local authority needs is required and experience of organising INSET would be desirable.

EDUCATIONAL PSYCHOLOGIST (WYCOMBE)

SALARY RANGE (age related) £8,886 to £14,979 p.a. (under review)

This post is one of a team of 4 covering the Wycombe area, a mixed rural and urban environment. Each psychologist has responsibility for some special schools and centres, and the development of special interests is encouraged.

Applicants should possess an honours degree in psychology (or equivalent), a minimum of 2 years teaching experience and postgraduate training in educational psychology at a recognised training establishment.

Informal enquiries about both posts may be made to the Principal Educational Psychologist, Neil Lygo-Baker, on Aylesbury (0296) 5000, Extension 8231, and, in the case of the Senior Educational Psychologist also Dr Rodney Melphart at University College, London, on 01-387 7050 Extension 402.

Further details and application forms for both posts from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (or telephone Aylesbury 6000, Extension 8128). Closing date for applications - 3 March 1988. (17882)

DIRECTORATE OF EDUCATIONAL SERVICES

Temporary Educational Psychologist

SALARY Scale: Southbury Educational Psychologist Range QT Scale 3/4 H.T. Group 7.4 £9,864 - £15,857

We are looking for a qualified EDUCATIONAL PSYCHOLOGIST to cover a permanent member of staff who is absent on maternity leave. This temporary appointment is available immediately, and will terminate when the post holder returns from maternity leave or at the end of 40 weeks whichever is the sooner. You can work either part time or full time hours.

Anyone interested should telephone for informal discussion with Miss O'Flynn, Principal Education Psychologist at Burnt Oak Child Guidance Centre. Telephone 951 1044.

Applications from employees of the GLC and MCC's with relevant experience will be welcome.

Closing date 12th March, 1988. Ref. ADM/1987
Application form available from Director of Educational Services, Town Hall, Farnham, Surrey, London N11 3DL. Telephone 368 1255, Ext. 220. (16089)

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

LONDON BOROUGH OF BARNET

EDUCATION DEPARTMENT SCHOOL PSYCHOLOGICAL SERVICE LOCUM EDUCATIONAL PSYCHOLOGISTS

Soulbury £10,859 - £14,979
South East Essex Area

Required until September in the South East Essex Area based at Southend Child Guidance Clinic. Applicants should be qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology.

A commitment to a team approach to service delivery is essential.

Interested applicants may telephone Mr. J. Ackley, County Educational Psychologist, on ext. 2843, for further information. Closing date: 7th March, 1988.

Application forms and further details for the above posts available from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD (Chelmsford 267222, ext. 2628). (10720)



DURHAM COUNTY COUNCIL Education Department

District Educational Psychologist

Applications are invited from fully qualified educational psychologists for the above post in the County Psychological Service.

The successful applicant will join a well-established team of 18 educational psychologists working in collaboration with colleagues in the Education and Social Service Departments of the Authority and the appropriate District Health Authority.

Commencing salary will depend on experience but will not be less than £11,931 per annum rising to a maximum of £14,979 per annum (under review).

Further particulars and form of application (to be returned by 14th March, 1988) from the Director of Education, County Hall, Durham DH1 1SU, on receipt of a stamped addressed envelope. (10889)

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATION

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD
GENERAL CERTIFICATE OF
SECONDARY EDUCATION

Appointment of Chief Examiners

Applications are invited for the following Chief Examiner appointments for June 1988 and, where appropriate, the following winter examinations. Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from the address indicated below to which completed application forms should be returned by 21 March 1988.

CDT: DESIGN AND COMMUNICATION
COT: TECHNOLOGY
PHYSICAL EDUCATION

Details from: The Secretary, East Anglian Examinations Board, 'The Lindens', Laxden Road, Colchester, CO3 3PL.

BUSINESS STUDIES
HOME ECONOMICS: CHILD DEVELOPMENT
SOCIAL STUDIES

Details from: The Secretary, London Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LT.

CHEMISTRY: SYLLABUS B (NUFFIELD) (Re-advertisement)
CLASSICAL STUDIES (INCLUDING LATIN AND GREEK)
HOME ECONOMICS: HOME AND FAMILY

Details from: The Secretary, University of London School Examinations Board, Stewart House, (Room 216), 22 Russell Square, London WC1B 5DN. Previous applicants for the Chemistry post need not re-apply. (10888)

Training Officer

There is a vacancy in the Training/Documentation Section of the User Support & Marketing Group for a Training Officer. The appointee will be responsible for running the Group's Programmer Training Scheme.

The Scheme recruits about eight trainees per year on fixed-term two year contracts. Each trainee is already educated to 'A'-level standard in Computer Studies. The two year course begins with six months basic training in programming languages (FORTRAN 77 and PASCAL), use of operating systems (IBM VM/CMS and MVS, UNIX and PRIMOS), program design and testing and attitude to work. This is followed by three six month periods of practical programming experience in various Divisions of the Laboratory.

DUTIES:

The Training Officer will be responsible for carrying out the basic training and continuing the development of its content. He/she will also be responsible for matching students and projects and liaising with students and project supervisors.

The person appointed will also be expected to help with the development of other courses run by the Group and with the SERC Computing Summer School.

QUALIFICATIONS AND EXPERIENCE:

The successful applicant should have teaching experience and a strong interest in computing. Self-motivation and a desire to learn are more important than in-depth computing experience. The person recruited will be encouraged to make use of the Laboratory's computers and will be sent on external training courses where relevant.

Appointment to the grade of HSO requires a first or second class honours degree, with 2 years postgraduate research or development experience; applicants with a degree or equivalent qualification require a minimum of 5 years relevant experience after qualifying.

Higher Scientific Officer salary range £7788-£10841 per annum
Questions about this post should be addressed to Paul Thompson, Head of User Support & Marketing Group, Adas Centre, Rutherford Appleton Laboratory, Chilton, Didcot, Oxon, OX11 0QX (Telephone 0235-44-6623).

Application forms from Recruitment Office, Personnel Group, Rutherford Appleton Laboratory, Science and Engineering Research Council, Chilton, Didcot, Oxon OX11 0QX. Tel: (0235) 445435, quoting reference V7428.

Closing date for applications: 14th March 1988



Rutherford Appleton Laboratory

YMCA

NATIONAL TRAINING OFFICER DRUGS EDUCATION & TRAINING

In 1984 the YMCA began to consider in depth the issue of drugs misuse and, as one of the country's biggest youth organisations, it should be involved in making a direct response to the problem. Already, that response has included the production of the widely acclaimed package of educational materials "Chasing the Bandwagon", and the appointment of a National Co-ordinator for Drugs Education and Training to establish a link to plan and co-ordinate the YMCA's wider work in this area.

This newly-established unit now has a vacancy for the key appointment of a NATIONAL TRAINING OFFICER.

The post will require wide relevant experience, and offer scope for the design and implementation of innovative training courses. Interest in distance-learning programmes particularly welcome.

The work of the Training Officer will include:

- the production of further training materials together with support and guidance for the YMCA staff, both professional and voluntary, working face-to-face with young people throughout the country

- the further development of drugs education within our training programmes for the unemployed;

- the integration of drugs training into the curriculum of the YMCA's National College which trains youth and community workers.

Salary: To £13,000 plus Car or Car Allowance.

Appointments: As soon as possible but not later than September 1988. Term of post three years in first instance. Secondment may be considered in appropriate circumstances.

Further information and application form from: R.F. de Groot, National Co-ordinator, Drugs Education and Training, National Council of YMCAs, 440 Forest Road, London E17 3DE. The successful candidate will have a commitment to the aims and purposes of the YMCA.

Completed applications must be received not later than Wednesday 9th March. (06268)

Allied Dunbar

The Financial Management Group

You have no doubt seen vacancies for Financial Management Consultants advertised and have perhaps wondered exactly what this entails.

In a lot of cases it means selling Life Assurance, Pension and Investment Plans. However at Allied Dunbar it means a lot more.

We are in a unique position to offer our clients a complete integrated range of financial services including Portfolio Management and Banking Services. Consequently we require people with proven communication skills to train for a career in this wider sphere of Financial Management Consultancy.

You could be earning £18,000 in your first year with career development determined by ability.

Please send brief career details to: Janet Woodhert, Allied Dunbar, Spectrum House, 20/26 Curator Street, London EC4A 1LT. (12628)



THE FINANCIAL MANAGEMENT GROUP

Miscellaneous

A SALES CAREER with Sun Life of Canada. Suitable applicants aged between 24 and 29 may be employed in the area of their choice. Phone 0203 2400. Write Mr. R.J. Colley, 2/4 Curator Street, London EC4A 1LT. (15238) 60000

AVAILABLE SEPTEMBER 1988. Places on official exchange scheme to Canada. Opportunity for personal and professional advancement. Financial assistance available. Interviews being held shortly. Details on receipt of SAE (7X10) to LECT. Seymour News House, Seymour News, London W1H 8PE. (05200) 60000

BARNESLEY

METROPOLITAN BOROUGH

BARNESLEY MUSIC CENTRE
Required for 1st September, 1988. For suitably qualified and experienced teachers.

teaching in the authority's schools and Music Centres and conducting in exchange between schools. Full time orchestral experience would be a recommendation.

Application by letter giving details of education, qualifications and experience, together with the name and address of two referees to: Education Officer - Education, Barnsley City Council, Barnsley S70 2BQ. (01223) 4155. (05198) 60000

GERMANY

German Gymnasium, Düsseldorf. Interested in exchange between schools. For details write to: St. Bernhard-Gymnasium, Albert-Heim-Str., 4155 Völk, (0213) 4155. (05198) 60000

Getting another job in teaching

Advice for immediate action for those who want appointments. From those who make appointments. This is an invaluable, yet simple guide for the experienced and inexperienced candidate. The Form, the Letter, the Look-around and the Interview. Techniques are explored in detail. This publication is available from Teach Publications, Enterprise House, St. Paul's Street, Leeds LS1 2LE at a cost of £2.00 per copy (inc. p&p and VAT). To get your copy please send your remittance made payable to Teach Publications, and allow 21 days for delivery.

TVEI Project Adviser

Posts in the Manpower Services Commission

The Manpower Services Commission is responsible on behalf of the Secretaries of State for Employment, Education and Science, Wales and Scotland, for implementation of the Technical and Vocational Education Initiative (TVEI) in collaboration with LEAs/EAs in England, Wales and Scotland. The TVEI Unit of the MSC wishes to make additional appointments to its advisory team. Advisers are responsible on a regional basis for assisting LEAs/EAs to develop their TVEI projects; for monitoring the progress of projects against TVEI aims and criteria and LEA/EA submissions; and for assisting LEAs/EAs and the Unit in disseminating experience and practice. Advisers also liaise closely with National Bodies. MSC is seeking to fill posts in Scotland and Wales, although opportunities may also arise in England. Advisers will be working closely with LEA/EA project personnel (including those in the schools and colleges) as well as with the Unit; and considerable travelling is therefore involved.

Candidates should be qualified teachers/lecturers with a strong commitment to curriculum development providing a balance of general, technical and vocational education, and should have a wide experience in education, including experience at a senior level (Head/Principal in school or FE, adviser with LEA/EA, or post of equivalent responsibility).

Appointments will normally be offered on a two year secondment basis with options for extension up to a maximum total period of five years. MSC invites applications from interested practitioners, and from employers wishing to nominate a secondees.

For further details and an application form (to be returned by 14th March 1988) write to Manpower Services Commission, CSP3, Room N207, Moorfoot, Sheffield, S1 4PQ, or telephone (0742) 703095, quoting reference TES/2



Manpower Services Commission

The Manpower Services Commission is an Equal Opportunities Employer and is firmly committed to equal opportunity policies. Applications are welcome from all suitably qualified individuals irrespective of sex, racial origin or disability.

